DOCUMENT RESUME

ED 165 045 CG 013 113

TITLE A Model Competency-Based Paraprofessional Training Program in Gerontology. Final Report.
SPONS AGENCY Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE Jun 78
NOTE 124p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Adult Development; Age; Behavioral Objectives; *Educational Gerontology; *Educational Programs; Models; Older Adults; *Paraprofessional Personnel; *Performance Based Education; Postsecondary Education; *Vocational Education

ABSTRACT

Through funding from the Michigan Department of Education, a small private college in a suburban area outside Detroit developed a three-year competency-based paraprofessional training program in gerontology. During the first year of the program, courses and competencies were developed and 50 paraprofessionals were recruited; in the second year new courses were developed for this advanced group of 40 who wished to continue and a new group of 45 were recruited; and in the third year training was provided for the 40 who wished to continue from their first year; job counseling was provided and a follow-up study was conducted on those who had finished training. Objectives for the final year include a training sequence objective, a job counseling objective, and a follow-up study objective. Appendices contain faculty assessment of student achievement, student evaluation of course objectives, self-evaluation forms and questionnaires. (Author)

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A MODEL COMPETENCY-BASED PARAPROFESSIONAL TRAINING PROGRAM IN GERONTOLOGY

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DEPARTMENT OF GERONTOLOGY

MADONNA COLLEGE LIVONIA, MICHIGAN 48150

JUNE, 1978

Madonna College
36600 Schoolcraft Road
Livonia, Michigan 48050

A MODEL COMPETENCY-BASED PARAPROFESSIONAL TRAINING PROGRAM IN GERONTOLOGY

Project Years: August, 1975 - June, 1978

Final Report

June, 1978

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Vocational-Technical Education Service
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Madonna College
Final Report, June 1978
A Model Competency-Based Paraprofessional Training Program in Gerontology

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BACKGROUND OF PROJECT

At the beginning of academic year 1975 - 1976, Madonna College received funding from the Michigan Department of Education, Vocational-Technical Education Service to develop a competency-based paraprofessional training program in Gerontology. Vocational-Technical Education Service funds were received for the subsequent two academic years, 1976 - 1977 and 1977 - 1978. The competency-based training program which was developed during these three academic years and the paraprofessionals who received the training are the subject of this report.

Madonna College is a four-year, private institution located in Livonia, Michigan which is a suburb of Metropolitan Detroit. Even though Madonna College is a private institution operated by the Felician Sisters, it has a history of close ties with the surrounding communities and has responded to community needs. Madonna College has a liberal arts orientation and has responded to the needs of today's college students by providing career-related academic programs. Therefore, when the necessity for trained personnel to meet the needs of the elderly in the surrounding communities became evident, Madonna College responded by applying for and receiving funding to assist in the development of a paraprofessional training program in Gerontology. At the beginning of the project, Madonna College had a small Gerontology program already in existence. By the end of the project, Gerontology at Madonna College has been elevated to departmental status and is staffed by competent professionals.

FIRST YEAR, 1975 - 1976

The "A Model Competency-Based Paraprofessional Training Program in Gerontology" began in the fall of 1975 with the following objectives established for the academic year.

1. Develop appropriate courses and course-related competencies for the training of Gerontology paraprofessionals

2. Recruit and provide 16 semester hours of training for 50 paraprofessionals

3. Assistance of the home-bound or institutionalized elderly in a companionship role is the main emphasis of the Gerontology training

The objectives were achieved in the following manner:

1. Seven courses were designated as appropriate for the paraprofessional training. Two performance objectives were designed for each course. The paraprofessionals had to meet the criteria for each performance objective in order to successfully complete the course. The course schedule for academic year 1975 - 1976 was as follows:

Fall	
Communication Skills)	
or)	
Art for the Aging)	4 semester hours
or)	
Social Gerontology)	
Educational Gerontology	4 semester hours
Winter	
Nursing Care of the Aged	2 semester hours
Nutrition for the Elderly	2 semester hours
Spring	
Psychology of Aging	4 semester hours
	Total 16 semester hours

2. Fifty paraprofessionals were recruited for the training program. To qualify as a paraprofessional, the trainee could not have a professional degree such as a Registered Nurse, nor have a Bachelor Degree. The trainee did state, in writing, an interest in working with the elderly. Forty-two trainees successfully completed the 16 semester hours of training. The attrition rate was 16%.

3. Practical experience and application of theoretical knowledge was emphasized in all the courses. The trainees were required to visit homebound or institutionalized elderly at least one hour per week.

The Vocational-Technical Education Service contributed funds totaling $28,872 toward the first year of the project. Madonna College contributed $28,129 toward the project. The majority of the funds contributed by Madonna College were directed toward the total tuition of the trainees.

SECOND YEAR, 1976 - 1977

The second academic year, 1976 - 1977, of "A Model Competency-Based Paraprofessional Training Program in Gerontology" began with the following objectives:

1. Recruit and provide 16 semester hours of training for a new group of 45 paraprofessional trainees.
   Provide 16 semester hours of training for 40 paraprofessional trainees who began training the previous academic year and wished to continue.

2. Design new courses and course-related competencies to train the advanced group of paraprofessionals.

The objectives were achieved in the following manner:

1. Forty-five new paraprofessionals were recruited and began training in academic year 1976 - 1977. Forty-one trainees successfully completed 16 semester hours in Gerontology. The attrition rate was 9%.
   Forty advanced paraprofessionals continued their training during the second year of the project. Thirty successfully completed the advanced training sequence and were awarded a Certificate of Achievement in Gerontology. This Certificate signifies 30 semester hours of Gerontology training plus a demonstrated ability in communication skills. The attrition rate for the advanced group of paraprofessionals was 25%.

2. The new group of 45 paraprofessionals selected courses from the training sequence outlined under academic year 1975 - 1976. One change was made from the previous year. Instead of taking 8 semester hours of course work in the fall and 4 semester hours of course work in the winter, the new group of paraprofessionals took 6 semester hours in the fall and 6 semester hours in the winter and 4 semester hours in the spring. The project staff realized that 8 semester hours was too great a course load for trainees who were unaccustomed to college.
   Seven new courses and their related competencies were developed for the advanced group of paraprofessionals. With the exception of Field Experience and Seminar which was required, the advanced trainees selected courses from the following list:

Human Behavior and Leadership	2 semester hours
Community Resources	4 semester hours
Physical Aspects of Aging	4 semester hours
Physical Education Activities for the Elderly	2 semester hours
Death and Dying Seminar	2 semester hours
Pre-Retirement	2 semester hours
Field Experience and Seminar	6 semester hours

   As in the first year of course work, the advanced course work also required the paraprofessionals to work directly with the elderly in the application of theoretical knowledge. The Field Experience and Seminar course required the paraprofessionals to spend 200 hours in an agency or institution which provides services to the elderly. The advanced trainees' course work was also divided into 6 semester hours in the fall, 6 semester hours in the winter, and 4 semester hours in the spring.

Two changes were made in the second year of the project. First, the paraprofessional students were required to pay a portion of their tuition costs. Madonna College contributed approximately 60% of their tuition fees instead of contributing 100% of the tuition fees as was done during the first year of the funding. The attrition rate was much smaller, 9%, for the second group of paraprofessionals compared with 16% for the group that began during the first project year. One of the factors may be related to the fact that by paying a percentage of their own training cost, the second group of trainees may have been more committed to the gerontological work.

Another change that was made with the second year of the project was the shift from the recruitment of trainees to work with the homebound and institutionalized elderly to the recruitment of trainees to work with all the elderly including those who are healthy and active. While there is a great need to provide care for the 5% of the elderly population who are institutionalized, there is also a need to provide services to the 95% of the elderly population who live in the community. Furthermore, without specific nursing training, there is little opportunity for paraprofessionals to obtain advancement in nursing homes or other long-term care facilities. Therefore, broader Gerontology training prepares the paraprofessionals for jobs in social service agencies, nutrition programs, and multipurpose senior citizen centers. This wider scope of job opportunities may also have accounted for the reduced attrition rate among the second group of trainees.

The Vocational-Technical Education Service contributed funds totaling $45,569 toward the second year of the project. Madonna College contributed $27,672 toward the project. The majority of the funds contributed by Madonna College were for the tuition reduction for the trainees.

THIRD YEAR, 1977 - 1978

The third year of the project, academic year 1977 - 1978, was begun with the following objectives to be met:

1. Provide 16 semester hours of training for 40 paraprofessionals who began training the previous academic year and wish to continue.

2. Provide job counseling for the 40 paraprofessionals.

3. Conduct a follow-up study of the 30 paraprofessionals who completed the training sequence during the previous academic year.

The next section of the report contains an elaboration on the methodology for implementing each of these objectives and the outcome of each of the above three objectives.

ELABORATION of OBJECTIVES for FINAL YEAR, 1977 - 1978

The third and final year of "A Model Competency-Based Paraprofessional Training Program in Gerontology" was begun in August, 1977, and concluded June 30, 1978. The funding from Vocational-Technical Education Service was $43,810. Madonna College contributed approximately $18,000 toward the project as in-kind match. This paid for a 60% reduction of the trainees' tuition cost.

Several changes were made in the third year of the project. After careful consideration of the paraprofessional training curriculum by the project staff, it was realized that the Gerontology curriculum had developed rapidly during the first two years of this project and some duplication among course content existed. Therefore, many of the course descriptions were re-written. Another change was made in the recommended paraprofessional courses. The Death and Dying Seminar and the Human Behavior and Leadership Workshop were two courses added to the curriculum during the previous year. The project staff realized that these were valuable courses but decided that other Gerontology courses were more appropriate for the paraprofessional training sequence. The project staff also made one additional change in the third year. Previously the trainees had been required to take the training sequence in specififed semester hours; i.e. 6 semester hours in the fall, 6 semester hours in the winter, and 4 semester hours in the spring. The project staff realized that the trainees were now accustomed to college work and could elect to take the number of semester hours per term most suitable to their need and personal schedules.

TRAINING SEQUENCE OBJECTIVE

The training objective goal for the final year of the project was to have 40 paraprofessionals, who began the training sequence the previous year, complete 30 semester hours in Gerontology. Thirty-nine paraprofessionals completed the training and were awarded the Certificate of Achievement in Gerontology. This is an attrition rate of 2.5%.

To account for the low attrition rate of this second group of paraprofessional trainees, two possible explanations have already been mentioned; i.e. training emphasis shifting from companionship with incapacitated elderly to job opportunities working with all the elderly, and paraprofessionals paying 40% of their tuition costs. Another variable may have had an effect on the low attrition rate of this group. This group was recruited and counseled by the same person for the two years they participated in the program. Skillful counseling was very necessary to assist a population of paraprofessions who, as the demographic data in Appendix A illustrates, were primarily women returning to school after many years absence from formal education. Special dinners were planned at the end of each semester and this aided in developing a cohesiveness among the paraprofessionals. In addition, a study aids workshop was conducted by their counselor to assist the paraprofessionals with their academic training. Most of the paraprofessional trainees who attended this workshop were academically competent but needed encouragement and self-confidence building.

During this final year of training, the paraprofessionals selected courses from the following list:

Fall

Art for the Aging	4 semester hours
Nutrition for the Aging	2 semester hours
Community Resources	4 semester hours
Field Experience and Seminar	6 semester hours
Communication Skills	4 semester hours
Social Gerontology	4 semester hours

Winter

Art for the Aging	4 semester hours
Social Gerontology	4 semester hours
Field Experience and Seminar	6 semester hours
Communication Skills	4 semester hours
Nursing Care of the Aged	2 semester hours
Psychology of Aging	4 semester hours
Physical Aspects of Aging	4 semester hours
Physical Education Activities for the elderly	2 semester hours
Educational Gerontology	4 semester hours
Pre-Retirement Education	2 semester hours

Spring

Social Gerontology	4 semester hours
Psychology of Aging	4 semester hours
Physical Aspects of Aging	4 semester hours
Educational Gerontology	4 semester hours
Pre-Retirement Education	2 semester hours
Seminar on Aging	4 semester hours

Every course in the training sequence had two performance objectives that the trainee was to meet. The specific performance objectives and the criteria for satisfactory completion of each objective are given in Appendix B.

Experiential learning was an important aspect of the training project. Classroom theory was always accompanied by practical application. In the Community Resources class, trainees heard lectures by directors of agencies which serve the elderly. The course required that each trainee spend 15 hours in an agency for the aging. A similar time commitment was required in the Art for the Aging course. Each trainee spent 15 hours teaching an art project to a group of elderly. The Social Gerontology class requested that the trainees form a friendship with an older person and then spend 15 hours in a manner mutually beneficial to the trainee and the older person. The Field Experience and Seminar course contained the greatest concentration of experiential learning that the trainee received. The trainee was required to spend 200 hours in a gerontological setting. A seminar in which the trainees discussed their experiences and learned organizational structure accompanied the 200 hours. The director of the project, who is also the paraprofessionals' counselor, visited the gerontological sites of the trainees. A total of 69 field visits were completed. When a visit was made to a gerontological setting, the director observed the trainee at work and requested an evaluation from the trainee's supervisor.

Evaluation of the Training Sequence Objective

At the conclusion of each phase of the training sequence, a battery of evaluation forms were completed by the trainees, the faculty, and the field supervisors. The evaluation forms were designed to assess the effectiveness of the training sequence and offer guides to the project staff for needed project revisions.

An analysis of the evaluation forms utilized at the end of the Winter, 1978, training sequence will serve as an example of the way this evaluation procedure was conducted.

Winter Feedback Form

Twenty-one trainees completed the Winter Feedback Form. The form consists of seven questions which elicit comments from the trainees. Appendix C is a compilation of the trainees' responses to each question. The responses are reported exactly as written.

Question 1 asked the trainee to describe his/her services to the elderly at the present time. The responses can be categorized by the following employment settings:

Senior Citizen Education Programs
Nutrition Programs for the Elderly
Nursing Homes
Senior Citizen Recreation Programs
Homebound Elderly Care Programs
Social Service Programs

The great variety for potential usefulness of the Gerontology paraprofessional training is illustrated by the responses to Question 1.

Question 2 asked the trainee to state the principle reasons he/she enrolled in the program. Each trainee expressed in his/her own words sentiments which can be summarized by the following two statements:

A desire for the knowledge necessary to assist the aging population.

A desire to better one's self through education.

Question 3 asked the trainee to list the benefits he/she expected to receive from the program. A summarization of the responses indicated the following:

Trainees expected to receive skills and knowledge.

Trainees expected to earn a certificate to better their chances for employment or advancement in present employment.

Trainees expected to achieve self-satisfaction.

Question 4 asked the trainee to list the main satisfactions he/she is getting so far from this program. The responses to this question were too diversified to categorize. (See Appendix C for a complete list.) All of the responses expressed affirmation of the training program.

Question 5 asked the trainee to list any difficulties he/she might be experiencing in the program. The most frequently mentioned responses to this question referred to the lack of time to do all the things the trainee wanted or needed to do.

Question 6 asked the trainee to list ideas for improvement of the program. Ten trainees listed ideas. The trainees' ideas for program improvement were reviewed by project staff and where warranted, appropriate changes were made. For example, several trainees suggested an Introduction to Gerontology course for the first semester of training. Such a course has been added to the Gerontology curriculum and will be required for new Gerontology students in the fall of 1978.

Question 7 asked the trainee if he/she planned to continue toward a degree. Six indicated that they would pursue an Associate Degree. Ten indicated that they would pursue a Bachelor Degree.

Faculty Assessment of Students' Achievement of Performance Objectives Form

At the completion of each of the training phases, the faculty who instructed the courses taken by the paraprofessionals completed evaluation forms on each trainee. The trainees were to satisfy the stated two performance objectives (Appendix B) for each course taken. The faculty rated each trainee on a 5-point scale (1 = not at all, 5 = very much) according to the trainees' degree of attainment of the performance objectives. The trainee average for all the courses taken was greater than 4 which means that the trainees more than satisfactorily achieved the performance objectives. Appendix D is a graphic presentation of the distribution of the trainees at each level of achievement. All trainees received the mid-point rating (3 = some) or better (4 = much, 5 = very much). As Appendix D illustrates, the faculty rated the majority of the trainees as better than average on their attainment of the performance objective for each course.

Student Evaluation of Course Objectives

Just as the faculty rated the trainees on their attainment of the course performance objectives, likewise the trainees rated each course's effectiveness in presenting each performance objective. The trainees were asked to complete a six question evaluation form on each course taken. Trainees responded to each question by using a 5-point rating scale. Comments on each question were also elicited from the trainees. Appendix E is a list of the comments given by the trainees for each of the courses. The comments cannot be categorized due to the great diversity of thoughts expressed. However, the comments provide useful insights for future planning by the project staff.

Appendix F is a compilation of all trainee responses to each question for all courses. For each question responded to, over 50% of the responses were of the two most positive options (much and very much). This indicates that the courses are meeting the trainees' expectations. Appendix G is a graphic presentation of the material presented in Appendix F. This illustration further supports the conclusions drawn from Appendix F.

Comparison of Student Self-Evaluation Form with Field Supervision Form

All trainees were asked to complete a self-evaluation of their assessment of their skills in working with the elderly. They responded to twenty statements by rating themselves on a 4-point scale. All employers or volunteer supervisors of the trainees were asked to evaluate the trainees on the identical twenty statements also using a 4-point scale. The field supervisors also rated the trainees on two additional questions:

1. I would recommend this person for advancement in the field of Gerontology if the occasion arose.
2. Is able to work effectively as a team member.

Appendix H is the evaluation form completed by the trainees. Appendix I is the evaluation form completed by the field supervisors. Appendix J shows the comparison of the student self-evaluations and the field supervisor evaluations. On every statement, at least 88% of the responses made by the trainees and the field supervisors are in the two most positive categories; i.e. agree and strongly agree. When the field supervisors were asked whether they would recommend their trainee for advancement in the field of Gerontology, 11.8% agreed and 88.2% strongly agreed.

Thus from the results of the evaluation data, the paraprofessional training sequence objective has been successfully accomplished.

JOB COUNSELING OBJECTIVE

Job counseling was a new dimension added to the paraprofessional training program during the third year. The project staff considered this to be a necessary component because the majority of the paraprofessionals are women who have been out of the job market for many years. Frequently these women need jobs to supplement their family income; or in the case of divorced or widowed women, they need jobs to adequately provide for themselves and their families. Job counseling teaches skills for job hunting and this extra counseling provides self-confidence. The job counseling objective was approached in the following manner:

Workshops

Three topics were developed to assist the trainees in their search for employment.

The Resume Preparation topic dealt with the advantages and disadvantages of the three resume formats:
Chronological, Functional, Combination.
Each trainee selected the best format to highlight his/her skills and then some of the trainees drafted their resumes. Their resumes were critiqued by the project director and then the trainee was assisted in refining his/her resume. Cover letters to accompany a resume were also presented and explained.

Skill assessment was a second workshop topic which was presented. A skill assessment exercise which promoted self-confidence was utilized. Special concerns of working women were discussed. Methods for satisfying these concerns were explored.

A job interview simulation was the third workshop topic presented. Information was given on possible interview questions. The importance of body language was stressed. The trainees then participated in a simulated interview. The interview was video-taped and then played back. The trainee and the project director critiqued the interview performance.

The job counseling workshops were offered during the fall and winter semesters. They were taken voluntarily by the paraprofessionals and were not offered for credit. During the fall semester, very few trainees attended. The project staff discussed the lack of attendance with the state consultant. We realized that the trainees might not be aware of their need for job hunting skills until after they finished their training program and were actively seeking employment. Therefore, it was decided to invite the paraprofessionals who completed their training in June, 1977, to the winter workshops. The attendance was substantially improved. A total of forty-one people attended at least one of the workshops.

Materials from publications by Catalyst and What Color Is Your Parachute by Richard Nelson Bolles were utilized in the workshops. The trainees were also referred to these publications for further information.

A job placement bulletin board was established in the paraprofessional office. Trainees were often in this office for counseling and the job opportunities posted on the board were helpful to them. In addition, a trainee who had specific qualifications which matched a job requirement listed on the board was contacted by the project director. Appendix A indicates the employment success of the paraprofessionals.

FOLLOW-UP STUDY OBJECTIVE

Purpose

The purpose of the follow-up study was to evaluate the overall effectiveness of the training of paraprofessionals who had completed 30 semester hours of training in Gerontology. The major objectives of the program evaluation were fourfold:

1. To determine whether trainees were employed during the first year following completion of the program.
2. To assess the skills that were either acquired or improved during the training.
3. To ascertain the extent to which employment and salary status have been improved as a result of the training, and
4. To identify those aspects of the program that were applicable to the trainee's present job placement.

Two major hypotheses were formulated for the purpose of examining the above objectives. Firstly, it was predicted that people who received 30 semester hours in gerontological training would be better equipped to serve the elderly than people who had not received such training. Furthermore, it was assumed that the trained personnel would be more self-confident in their role as service provider to the elderly. Secondly, it was predicted that people who received gerontological training would advance more rapidly through their employment than their counterparts who received no gerontological training.

METHODOLOGY

Subjects

The participants in the present study consisted of three groups. The first group, the experimental group, was made up of 26 paraprofessionals who had completed 30 semester hours of training in Gerontology at Madonna College. Of these 26, 14 were employed in gerontological settings. The remaining 12 were either unemployed or working outside their field of training.

The other two groups served as comparison groups for the study. The first comparison group was comprised of 26 individuals who had no previous training in Gerontology, but who had a commitment to serve the elderly as volunteer workers. These 26 volunteers were matched with the trained paraprofessionals on age, sex and race in an attempt to make the two groups as similar as possible and thereby preclude any biasing of the results. The final comparison group consisted of 15 individuals who had no gerontological training, but were employed in gerontological settings. These 15 people served as a comparison group for the 14 trained paraprofessionals who were currently working in gerontological settings.

Procedure

The procedure of the follow-up study was carried out in two phases. The first phase was to develop the questionnaries that were used to collect information about the paraprofessionals, the comparison groups, and employer's opinions concerning requisite qualification that gerontological employees should possess. The second phase of the study entailed the collection of data from these groups.

PHASE I: Development of Questionnaries

The first questionnaire was developed to obtain trained paraprofessional's responses on a number of dimensions. The first set of questions was designed to obtain information regarding various aspects of employment including: job description, expectation of the job, job satisfaction, promotion and/or monetary advancement and job setting for both present and past jobs the trainees have held. In addition, items regarding the trainee's evaluations of the helpfulness of their training for obtaining and executing their present job, and the usefulness of specific aspects of their training program were included in the questionnaire. Finally, for trainees who were presently unemployed, items were included to determine the types of jobs they had been seeking.

A second general set of questions of the Trainees' Questionnaire dealt with demographic characteristics of the trainees and were included to identify characteristics that these individuals have in common and that perhaps differentiate them from other groups of individuals. The demographic information included personal information about the trainees such as age, sex, and race.

The final segment of the Trainee Questionnaire consisted of two scales. The first was a Semantic Differential that tapped the trainees' self-perception as service providers to the elderly and the second scale consisted of a self-evaluation of specific competencies the trainees had achieved through their training. (See Appendix K for a copy of the Trainee Questionnaire).

Two additional questionnaires which were modified versions of the Trainee Questionnaire were developed for the two comparison groups. The questionnaire for the non-trained gerontological workers was very similar, but omitted items dealing with the training program. The Volunteers Questionnaire consisted only of the demographic items and their self-perception as service providers to the elderly and self-evaluation of competencies scales described above. (See Appendix L and M for copies of the Non-trained Gerontological Worker and Volunteer Questionnaires).

The final questionnaire was developed to obtain information from employers who either have employed trainees or who provide field experience to Gerontology trainees. The purpose of this questionnaire was to determine employer's attitudes and opinions regarding the importance of Gerontology training. The specific items of the questionnaire included questions about the jobs available in the agencies and employer's opinions about the performance of trained vs. non-trained employees and the extent to which Gerontology training is encouraged or provided by the agency. (See Appendix N for a copy of the Employer Questionnaire.

Before the questionnaires were utilized, face validity and consensual validity were established through a review of the items by survey research experts. In addition, the questionnaires were pre-tested on a group of current paraprofessional trainees.

PHASE II: Collection of the Data

The initial step in the collection of the data was to send a letter to the 31 paraprofessionals who had completed training in Gerontology at Madonna College. The purpose of this letter was to alert the trainees about the importance of the study, to prepare them for the questionnaire which followed, and to request their cooperation in participating in the study. The letter assured the participants that their responses would be totally anonymous and that the information would be strictly confidential and reported only in a summary form.

The questionnaires were mailed approximately two weeks following the contact letter and trainees were asked to return the completed questionnaire in the self-addressed, stamped envelopes provided, as soon as possible. Follow-up telephone calls were made approximately three weeks later thanking individuals for their participation in the study and requesting that those who had not completed the questionnaire to expedite the completion and return of the questionnaires. Twenty-six of the thirty-one trainees returned the completed questionnaires, yielding a response rate of 84%, which is extremely high for a mail survey.

Twenty-six volunteer workers in Gerontology who had enrolled in a "Volunteers to Assist the Aging" class at Madonna College were selected from 100 enrollees on the basis of their age, sex and race, which matched the 26 trainees. These volunteers completed the Volunteer Questionnaire described above.

The names of a number of non-trained gerontological employees were obtained through a directory of agencies within the community. These individuals were selected on the basis of their level of occupation which matched the employed trained paraprofessionals. The cooperation of these non-trained individuals was sought via telephone and the questionnaire for Non-trained Gerontology Workers was mailed to the participants. Fifteen completed questionnaires were returned and used for comparative analyses.

Originally it was planned that the supervisors of the trained paraprofessionals would rate their performance on the job. However, since the majority of employed trainees were directors of programs and therefore not responsible to immediate supervisors, a group of employers in other agencies serving the elderly were contacted in an attempt to obtain information regarding their opinions about gerontological training. The employer questionnaires described above were distributed to a group of 14 employers of Gerontology workers in the community who agreed to participate in the study.

RESULTS AND DISCUSSION

The results of the study are presented in four separate sets of analyses. The first section deals with the descriptive data regarding the demographic characteristics of the samples of subjects utilized in the study. The second section of the results presents the analyses pertinent to the first hypothesis, that trained paraprofessionals are better equipped to serve the elderly and are more self-confident in their role as service provider to the elderly than are their non-trained counterparts. The third section of the results examines the analyses that test the second hypothesis, that trained paraprofessionals advance more rapidly through their employment than their non-trained counterparts. The final section of the results displays the analyses of information concerning employer's attitudes toward Gerontology training and toward trained paraprofessionals.

Demographic Characteristics of the Trained Paraprofessionals

The demographic information regarding the trained paraprofessionals who completed their training at Madonna College may be divided into two general categories, Personal characteristics and Occupational characteristics. Each of these categories will be presented and comparisons will be made between trained and non-trained subjects in the study.

Personal Characteristics of Madonna Trainees

Of the 26 trained paraprofessionals from Madonna College, all but one were females. They ranged in age from 21 to 60 years with a mean age of 43.5 years. The largest percentage (95.8%) are either presently married or have been married in the past, and have two or more children. For the most part, the trainees tend to be Caucasian with only 19.2% Black.

Comparison of Personal Characteristics of Trainees, Volunteers, and Non-Trained Paraprofessionals

A comparison of the personal characteristics of the three groups of subjects are displayed in Table 1.

Insert Table 1 Here

An examination of Table 1 shows that the personal characteristics of all three groups are similar. In general, the trainees, volunteers and non-trained Gerontology workers tended to be White, middle-aged females who have been married and have two or more children.

Employment Characteristics of Trained Paraprofessionals

One major job characteristic that was assessed was the current employment status of the trained paraprofessionals. Of the 26 trainees who completed the questionnaire, 69.2% are currently employed, with 4 trainees working in a part-time capacity. Four trained paraprofessionals (15.4%) are employed in areas other than Gerontology and 8 individuals are unemployed. In addition, the data show that of those unemployed paraprofessionals, 50% are currently working in a voluntary capacity with the elderly. Therefore, they tend to be utilizing their training, even though they are not employed at present. While 5 of the 31 paraprofessionals who completed their training in 1977 failed to return the questionnaires, data concerning their current employment status was available. Three are currently employed in gerontological settings, one is working in a voluntary capacity with the elderly, and one is employed outside her field of training. This data indicates that the majority of trained paraprofessionals (54.8%) are gainfully employed in service to the elderly.

Table 1

A Comparison of Personal Characteristics of Trainees, Volunteers, and Non-trained Workers in Gerontology

	Mean Age	Mean No. of Children	Sex		Race		Marital Status	
			Males	Females	Caucasian	Black	Married/ Married in Past	Single
Trainees n = 26	43.5	3.3	1	25	21	5	23	1
Volunteers n = 26	43.4	3.2	2	24	24	2	21	5
Non-Trained n = 15	43.6	2.8	1	14	13	2	15	0

Note: Numbers refer to frequencies in each category unless otherwise designated.

Additional analyses were completed to examine the specific types of jobs, responsibilities, and type of agencies in which employed paraprofessionals are currently engaged. Table 2 displays a list of job descriptions of the employed trained paraprofessionals. This can be seen by examining Table 2, Column 2.

64.3% of the employed paraprofessionals are employed as directors or in other supervisory capacities in agencies serving the elderly. The remaining 35.7% work in other varied capacities such as home chore worker or physical fitness teacher. Of the four paraprofessional trainees who are currently working in non-gerontological settings, one is a Computer Technician, one is a Licensed Practical Nurse (LPN), one is a Kelley girl (Clerk), and the final trainee is employed as a cook in a restaurant.

Insert Table 2 Here

An examination of the types of responsibilities of employed paraprofessionals, shows that 8 provide direct services for 2 to 40 senior citizens per day with an average of 10 elderly persons in their care. Of the paraprofessionals employed in director or supervisory capacities, the types of individuals under their supervision are varied. As can be seen in Table 3, the type of employees supervised by paraprofessionals range from social workers and medical staff, through volunteer workers and student trainees, to maintenance and other domestic service workers.

Insert Table 3 Here

In examining the specific type of agencies in which trained paraprofessionals are currently employed, the majority work in local agencies (62%) with 31% working in county and state agencies. One individual works in a private capacity. It is interesting to note that of the trained paraprofessionals, none are employed in a federal agency. This data shows that most of Madonna-trained paraprofessionals service local agencies within the community.

An additional job related characteristic of interest to the present study is a description of the salaries received by employed paraprofessionals. Of the 16 individuals who reported their annual salary, the salaries ranged from $6,000 to $15,000 per year with the mean salary being $10,695.

The final job characteristic of interest to the present study is the employed paraprofessional's feeling of job satisfaction. This was assessed by having the subjects indicate their degree of satisfaction on a 5 point scale ranging from very dissatisfied to very satisfied. Sixty-four percent of the employed paraprofessionals reported that they were either satisfied or very satisfied with their current job. Fourteen percent reported feeling neutral toward

Table 2

A List of Job Descriptions of Trained and Non-Trained Paraprofessionals who are Employed

1	2	3
Description	Frequency of Trained Paraprofessionals	Frequency of Non-Trained Paraprofessionals
Director, Multipurpose Senior Citizen Program	6	8
Director, Specific Program for the Elderly	1	1
Nursing Supervisor	2	2
Physical Fitness Teacher	1	1
Licensed Practical Nurse	1	1
Home Chore Worker	1	
Nurse's Aide	1	1
Aide		1
Need Assessment Worker	1	
	n = 14	n = 15

Table 3

A List of Types of Employees Under the Supervision of Trained and Non-Trained Paraprofessionals

Type of Employee	Frequency of Trained Paraprofessional	Frequency of Non-Trained Paraprofessional
Social Worker	5	1
Teacher	2	3
Registered Nurse	3	0
Licensed Practical Nurse	2	1
Clerical Workers	6	9
Volunteer Workers	7	6
Student Trainees	7	7
Dietician	1	0
Cooks	4	0
Maintenance Staff	5	1

their jobs and only 3 paraprofessionals expressed dissatisfaction with their present job. This data shows that the majority of trained paraprofessionals experienced some degree of job satisfaction.

Comparison of Employment Characteristics of Trained and Non-trained Gerontological Workers

Comparisons were made on the descriptive employment characteristics of trained and non-trained gerontological workers. Of the non-trained employees, 10 are full-time employees while 5 are employed on a part-time basis. When specific types of jobs are compared, it becomes apparent that the two groups were fairly closely matched for employment type. Approximately 70% of the non-trained paraprofessionals were employed as directors or in other supervisory capacities with the remaining 30% in a variety of other types of jobs. (See Table 2, Column 3).

A comparison of the types of responsibilities of trained and non-trained workers have, again shows parallel results. Seven non-trained employees reported that they directly service from 1 to 23 senior citizens per day with an average of 11.2 persons under their care. Similarly the types of individuals under the non-trained worker's supervision were also highly varied, ranging from social workers and medical staff, through clerical workers and maintenance staff (See Table 3, Column 3).

An examination of a breakdown of the specific type of agency in which the non-trained paraprofessionals are employed yields a relatively similar pattern of results. These data are displayed in Table 4.

Insert Table 4 Here

The largest percentage of both trained paraprofessionals (67%) and of non-trained Gerontology workers (64%) are employed in local agencies within the community. Twenty-one percent of the non-trained workers are employed in private agencies, while only 7% of the trained paraprofessionals work in a private capacity.

A comparison of the salaries between trained and non-trained employees in gerontological settings shows that trained paraprofessionals, on the average, obtain higher salaries than non-trained workers in Gerontology ($t_{1,24} = 17.695$, $p < .01$). In addition, the salary range is quite broad for the non-trained workers compared with the trained paraprofessionals. The salary range is from $2,756 to $18,000 for non-trained workers compared with a range of $6,000 to $15,000 per year for trained paraprofessionals. These data tend to indicate

Table 4

Comparison of Frequencies for Trained and Non-Trained Paraprofessionals by Specific Type of Agency

	Local	County	State	Federal	Private
Trained n = 12	8	2	2	0	1
Untrained n=14	9	1	0	1	3

that trained paraprofessionals, on the average, obtain significantly higher salaries than their non-trained counterparts and tend to have less variability in their salary ranges than their non-trained counterparts.

When trained and non-trained workers were compared with respect to their reported satisfaction on their current job, all of the non-trained workers reported that they were either satisfied or very satisfied with their current jobs. While at first blush, there appears to be a difference in job satisfaction between these two groups, the resultant value of 1.606 shows that the differences in mean level of job satisfaction ($\bar{x}$ trained = 3.6 vs. $\bar{x}$ non-trained = 4.66) fell short of statistical significance. This finding shows that both trained and non-trained gerontological workers are equally satisfied with their jobs.

A Test of the First Hypothesis

It was hypothesized that trained paraprofessionals are better equipped to serve the elderly and are more self-confident in their role as service providers to the elderly than their non-trained counterparts. To test this hypothesis, comparisons were made among the responses of trained paraprofessionals, untrained gerontological workers and untrained volunteers serving the elderly on their total scores of self-evaluation of specific competencies utilized in their service to the elderly. The F ratio of 84.64 ($p < .001$) indicated significant differences between the groups' evaluation of their competencies. Post-hoc comparisons showed that trained paraprofessionals evaluated their own competencies significantly higher than either the volunteer or untrained workers ($F_{2,60} = 11.14$, $p < .002$, and $F_{2,60} = 160.62$, $p < .001$, respectively). Post-hoc comparisons further showed that non-trained workers evaluated their own competencies lowest of the three groups ($x = 1.86$). These results are consistent with the hypothesis and indicate that trained paraprofessionals evaluate themselves as more adequately equipped to serve the elderly than their non-trained counterparts.

The findings fail to support the hypothesis that trained personnel have more self-confidence as service providers to the elderly. The one-way Analysis of Variance among the sum of semantic differential items that tapped the subject's self-confidence fell short of significance. This finding may indicate that all three groups of individuals have fairly high self-confidence in providing service to the elderly. One plausible explanation for the finding may be that since all of the groups were committed to working with the elderly, they may represent a special and similar subgroup of the population. It may be that individuals who either work with or volunteer to serve the elderly tend to have fairly high self-concepts. Consequently no differences in self-concepts among the individuals in the three groups emerged. Future research should investigate differences in evaluation of self-concepts between trained paraprofessionals in Gerontology and paraprofessionals in other areas to determine if the above conjecture is accurate.

A Test of the Second Hypothesis

It was also hypothesized that trained paraprofessionals in Gerontology advance more rapidly in their job as compared with their non-trained counterparts. The results of the study do not support this hypothesis. Of the trained paraprofessionals, three received raises in salary with a mean of $2250. The t of .99 was not statistically significant indicating no differences in mean salary raise between the two groups. This result may not be too surprising in light of the fact that the trained paraprofessionals had completed their training in the spring of 1977 and consequently may not have put in a sufficient time to be eligible for a raise. Subsequent follow-up on the trained paraprofessionals may shed some light on their advancement on the job.

Additional analyses regarding the relationship between training and employment were also performed. While the data did not support the hypothesis regarding advancement on the job, responses of the trained paraprofessionals do indicate that they perceive their training in Gerontology as highly relevant to the job. Of the 14 gainfully employed trained paraprofessionals, only 4 reported that their training in Gerontology was not at all helpful in obtaining their present employment. The majority of those who responded perceive their Gerontology training to be helpful to some degree in obtaining their present job. In addition, 86% of the employed trained paraprofessionals indicated that training in Gerontology had adequately or very adequately prepared them for the type of work in which they were currently engaged. Finally, all 26 trained paraprofessionals stated that they would recommend the Gerontology training program at Madonna College to a friend and of these, only 4 would recommend the program with some reservations. In summary, these findings show that the trained paraprofessionals are very favorable in their evaluation of their training at Madonna College.

The paraprofessionals were asked to indicate which courses they believed to be most useful in preparing them to be competent service providers to the elderly. According to their responses, the Seminar in Aging, Social Gerontology, and Educational Gerontology were perceived to be most useful, followed closely by Psychology of Aging, Nursing Care for the Elderly, Field Experience Seminar and Nutrition for the Aging. Pre-retirement Education, Art for the Aging, and Physical Education Activities were rated as least useful by the individuals who had completed their gerontological training.

A final set of analyses examined the activities of the trained paraprofessionals who are currently unemployed. Of the 8 unemployed trained paraprofessionals, 4 are engaged in service to the elderly on a volunteer basis, and thus seem to be making an effective use of their training. Furthermore, 4 are also continuing their education in Gerontology at Madonna College which may be a major reason for their current unemployment situation.

Employers' Attitudes toward Gerontology Training

Of the 12 positions that generally exist in an agency serving the elderly, employers indicated that they take some level of Gerontology training into consideration when hiring personnel to fill all of these positions. For 8 of the positions, employers perceived college level Gerontology training to be the most important type of college education. For 11 of the 12 positions, employers ranked Gerontology as the second most important college background. The only position that consistently was perceived by the employers as not requiring Gerontology training was that of clerical worker. The attitude of the employers toward Gerontology training was highly favorable. Eighty-seven percent of the employers stated that employees with Gerontology training performed either better or much better than employees who lack this training. In addition, 6 of the 14 employers indicated that they provide in-service training in Gerontology in their organizations. All 14 of the employers reported that they encourage their staff to seek Gerontology training. In fact, 64% of the employers assist their staff by allowing them time off from work to attend Gerontology classes and 50% provide financial support for this training. These data suggest that employers not only feel that Gerontology training is an important asset but also are willing to promote the acquisition of Gerontology related training.

CONCLUSIONS

In summary, the data clearly show that individuals trained in Gerontology perceive themselves to be more competent service providers to the elderly than their non-trained counterparts. While the results failed to support the hypothesis concerning rapid advancement of trained paraprofessionals on the job, the findings indicate that the trained paraprofessionals perceive their training to be highly relevant to their jobs. In addition, trained paraprofessionals tend to earn significantly higher salaries than their non-trained counterparts. Therefore, it may be concluded that the Gerontology program at Madonna College is effective in training competent service providers to the elderly. Furthermore, the training program tends to be highly valued by both the trainees as well as employers who may utilize the services of these trained paraprofessionals. Finally, the results tend to indicate that the training program in Gerontology at Madonna College provides a beneficial service to the community since many of its trainees are employed in local agencies within the community.

ADVISORY COMMITTEE

The paraprofessional training project enlisted the expertise of professionals who work with the elderly in a gerontological setting. These experts, along with the trainee representatives, comprised the advisory committee. This committee met a total of nine times, once during each of the three semesters of the three project years. Appendix O lists the members of the Advisory Committee.

Results of an Advisory Committee survey conducted in the winter of 1977 indicated that this committee considers a paraprofessional training program in Gerontology to be necessary training in today's society. The committee members were asked to make suggestions to improve the program. One committee member suggested that more emphasis should be placed on financial management. It was also suggested that the trainees be prepared to accept initial rejection which they might experience when first beginning to work with an elderly client. In order to incorporate these suggestions into the training, the content of the Field Experience and Seminar class was revised. The trainees were taught how to write program budgets and learned about the sources of funding for aging programs. Client rejection and appropriate responses were also included topics in the Field Experience and Seminar class. A discussion of the trainees' experiences of client rejection and client dependency enabled the trainees to realize that these were not unusual problems and appropriate responses to these situations were illustrated.

CONCLUSION

In conclusion, it is appropriate to mention the climate at Madonna College. In order for a new program to succeed at any college, it is necessary to have the support of the administration and other departmental faculty. Both groups have been very supportive of Gerontology Training at Madonna. The small size of Madonna College enables the faculty to interact in meetings and informally and to, therefore, share information and ideas about each other's programs. During the second project year, the school faculty and administrators voluntarily attended a workshop on Gerontology training. The President of Madonna College, Sister Mary Francilene, attended and gave a presentation to The Association of Gerontology in Higher Education which met in Dallas, Texas, in March, 1978. Even though other college presidents were invited, she was the only one who attended. This supportive environment contributed to the success of the paraprofessional training program.

Appendix A

1978 DEMOGRAPHIC CHARACTERISTICS of the PARAPROFESSIONALS

Place of Residence in Michigan

11 Detroit
4 Farmington
4 Livonia
4 Dearborn
3 Westland
2 Redford
2 Inkster
1 Bloomfield Hills
1 Ecorse
1 New Hudson
1 Pontiac
1 Ypsilanti
1 Plymouth
1 Lincoln Park
1 Southfield
1 Garden City

Sex

1 Male
38 Females

Marital Status

27 Married
4 Single
5 Divorced
2 Widowed
1 Unknown

Race

28 White
10 Black
1 Mexican-American

Educational Level When Entering Program

11 Adult Eduction
17 High School Graduates
21 Some College

Age

3 60's
12 50's
12 40's
6 30's
6 20's

EMPLOYMENT STATUS of PARAPROFESSIONALS

	At Beginning of Training August, 1976	At End of Training June, 1978
Unemployed	16	9
Employed - Nongerontology	9	10*
Gerontology Employment	14	20
	39	39

In addition to those paraprofessionals who have gained employment since beginning the program, 7 paraprofessionals have been promoted within their job or changed to a better job since beginning the program.

All 19 of the trainees who are either unemployed or employed in a nongerontology job have done volunteer work with the elderly in both informal settings and within the structure of a Gerontology agency.

The chart does not reflect those trainees who are community leaders in the field of Gerontology. Several of the trainees are on Advisory Boards or Boards of Directors for agencies providing services to the elderly.

*Of the 10 paraprofessionals who are employed in a nongerontology job, 6 of the jobs do provide some contact with elderly and knowledge of gerontological principles. The 6 jobs are as follows:

2 employed at Center for Retarded and work with Foster Grandparent Program
1 Medical Clinic Assistant
1 Adult Foster Care Worker
1 secretary at City Recreation Department with services for the elderly
1 clerical worker at Veterans Administration Hospital in Drug and Alcohol Abuse Department

Employment of 20 in Gerontology-Related Jobs

3 Nutrition Program
1 Administrator, Health Care Facility
4 Activity Program, Health Care Facility
2 Aide or Assistant, Health Care Facility
1 Office Worker, Health Care Facility
3 Teacher to the Elderly

1 Senior Counselor, City
1 Recreation Aide, City
1 Case Worker, State
1 Home Care of Elderly
1 Nurse Aide Teacher
1 Travel Agent for Elderly

A Model Competency-Based Paraprofessional Training Program in Gerontology

Performance Objectives

Topic	Conditions	Performance	Criteria
EDUCATIONAL GERONTOLOGY Focus on the potential of the aged; explore attitudes and stereotypes regarding the learning potential of the older adult; emphasis on the need for educating persons of all ages about the process of aging.	1-Using a topic of the student's choice selected from the field of Gerontology,	the student will prepare a research paper on the topic.	The finished product will clearly identify the demographic, social economic, and psychological implications of growing old as these relate to the specific topic. The conclusions shall be validated by citing the sources of the information.
	2-Through on-the-job experience or through observation,	the student will observe and record incidents in which the demographic, social, economic, and psychological implications of aging were apparent.	The student will record how his/her or another's actions met or alleviated the need of the elderly. A minimum of two such observations should be made for each category.

A Model Competency-Based Paraprofessional Training Program in Gerontology

Performance Objectives

Topic	Conditions	Performance	Criteria
NURSING CARE OF THE AGED Study of: basic nursing skills for care of the aged at home; physiological changes common in aging; coping mechanisms to help the elderly maintain independent living.	1-Given an elderly person at home or in a health care facility,	the student will be able to assist the elderly and/or family in the following areas: a) Instruct the elderly in self care appropriate to his age, abilities, and health status b) Interpret safety regulations as appropriate c) Instruct the elderly in the prevention of illness	using appropriate language adjusted to the understanding of the patient, making the information meaningful to the patient, and using the three essentials of learning: self pacing, feedback, and reinforcement.
	2-Using a list of housing options for the elderly,	the student will evaluate each option	including the needs of the elderly and the advantages of each option.

A Model Competency-Based Paraprofessional Training Program in Gerontology

Performance Objectives

Topic	Conditions	Performance	Criteria
NUTRITION FOR THE AGING The practical problems of meeting the nutritional needs of the older adult considering many economic, physical and psychological changes that occur with age. A study of the agencies and programs concerned with meal-delivery systems for the elderly.	1-Given an elderly person or persons and information about their health and living arrangements, 2-Given a specific figure to be spent for food,	the student will determine a) the nutritional requirements of the individual and b) one day's sample menu the student will plan the food purchases for one week for a single elderly person	that will meet any special nutritional needs and that includes the basic four food groups. providing for a well-balanced diet that includes the basic four food groups each day.

Madonna College

Appendix B

A Model Competency-Based Paraprofessional Training Program in Gerontology

Performance Objectives

Topic	Conditions	Performance	Criteria
PSYCHOLOGY OF AGING Overview of the psychology of aging; study of personality; adjustments common in the process of aging; examination of cognitive and emotional development as a function of aging.	1-Given a list of the emotional needs of the elderly,	the student will be able to determine the source of and possible remedies for the needs	by citing psychological changes as: a) sensory loss b) loss of status c) mental abilities d) drives e) attitudes f) loss of a loved one.
	2-Given a case study or an observation of an elderly patient,	the student will be able to: a) describe the problem of aging that is illustrated or observed b) describe the origin of the problem c) define a solution, if possible	using and citing psychological theory as the basis for conclusions.

A Model Competency-Based Paraprofessional Training Program in Gerontology

Performance Objectives

Topic	Conditions	Performance	Criteria
COMMUNITY RESOURCES Analysis of service delivery systems to the elderly within communities and examination of current and potential resources and programs.	1-Given the theory of power structure in a local community, as it relates to services to the elderly,	the student will learn the process methodology by which community resources can be utilized in providing services for the elderly,	as evidenced by: a) a research paper OR b) participant in a class project relating theory and practice (a) & (b) will cite: (i) various community resources available (ii) methods used to utilize these services for the elderly.
	2-Through a practical field experience placement,	the student will demonstrate how knowledge of the power hierarcy in a local community is useful in providing services for the elderly.	The student will record experiences by: 1) log -- daily journal entries 2) share experiences in class group discussion 3) summary report of services provided by agency 4) summary report of services which agency could provide but do not provide 5) reporting how he/she assisted agency in bringing more and better services to the elderly.

A Model Competency-Based Paraprofessional Training Program in Gerontology

Performance Objectives

Topic	Conditions	Performance	Criteria
PHYSICAL ASPECTS OF AGING Study of the physiology of aging with special emphasis on chronic illness among the elderly and the major causes of death. (Fulfills Science requirement for GER/SW majors)	1-Using current physiological knowledge,	the student will be able to determine the implications for health care of elderly persons living in various environments.	He/she will record health care services necessary and available to the: a) single elderly person or elderly couples; b) the disabled elderly person; c) nursing home resident.
	2-Through analysis of the major theories of the process of aging,	the student will be able to analyze cause/effect relationships of chronic illness,	by citing examples of physical and mental decline in the later year such as: a) losses - health, family, income b) changes in posture, physical appearance.

A Model Competency-Based Paraprofessional Training Program in Gerontology

Performance Objectives

Topic	Conditions	Performance	Criteria
PHYSICAL EDUCATION ACTIVITIES Study of the concepts on the effects of physical education and recreation activities for the older adult.	1-By exploring the effects of physical education and recreation activities on the aging process,	the student will describe exercises and activities which would be beneficial for an aged individual taking into account: a) age b) physical limitations	The student will develop activities which could be used for individual and group programs such as fitness exercises, creative movement, recreational games, rhythms.
	2-Given a group of elderly persons to work with during field placement,	the student will organize a physical education program.	Results of the program will be evidenced by: a) group participation in activities b) student's ability to meet individual needs according to age of person and ability to function.

A Model Competency-Based Paraprofessional Training Program in Gerontology

Performance Objectives

Topic	Conditions	Performance	Criteria
PRE-RETIREMENT EDUCATION Designed to familiarize students with the implications of retirement for the older adult. Topics covered in the course will include: housing, transportation, health and safety, legal affairs, income, meaningful use of leisure time.	1-Brought in contact with pre-retirement educational programs,	the student on the basis of concepts acquired as presented in class,	will be able to distinguish: a) satisfactory from non-satisfactory pre-retirement educational programs; b) the advantages and/or disadvantages of individual pre-retirement planning.
	2-Given the basic concepts of the retirement process,	the student will be able to plan a retirement educational program,	as evidenced by: a) a research paper OR b) contributing member of a group presentation (a) and (b) will include: (i) objectives (ii) methodology (iii) program outcome

A Model Competency-Based Paraprofessional Training Program in Gerontology

Performance Objectives

Topic	Conditions	Performance	Criteria
FIELD EXPERIENCE AND SEMINAR Professionally supervised practical experience with organizations providing services to the elderly. Selected reading and case studies complement lecture and group discussions. *(Co-operative Education students only)	1-Through a practical field placement in a nursing home or senior citizen center,	the student will establish a working relationship with the staff and senior adults.	The student will record experiences by: a) log -- journal entries; b) conferences with agency supervisor; c) conferences with college instructor.
	2-Within the agency,	the student will assume responsibility for specific tasks as assigned by the agency supervisor, e.g.: a) update social profiles; b) prepare social activities for a holiday; c) assist a nursing home resident with rehabilitation exercises	as evidenced by a written report outlining: a) services available within the agency; b) social problems and dilemmas experienced by the individual; c) helping process used to meet individual needs; d) the major concepts and principles of group work, social interaction, and community organization. Results of study will be shared during a class presentation.

A Model Competency-Based Paraprofessional Training Program in Gerontology

Performance Objectives

Topic	Conditions	Performance	Criteria
SEMINAR ON AGING Lectures by practitioners in the field of Gerontology on such topics as: physiology, psychology, and sociology of aging; nutritional, spiritual, physical, and mental health of the elderly; income status; death and dying; social service programs.	1-Given a list of the social-emotional needs of the elderly,	the student will plan a program of activities which will enrich the life of an older person.	Results of the program will be evidenced by the following: a) sharing program of activities in a class presentation; b) use of community, local and state resources; example: nutrition site, recreational activities; c) use of information and referral services; example: health screening or legal aid information.
	2-Through an analysis of the basic needs of an older person,	the student will be able to determine the specific needs of the older person in different living arrangements: a) living alone; b) living with a family member; c) living in a nursing care center.	The student will: a) research alternatives to institutionalization, or b) plan a retirement program. Results of study will be shared during a class presentation.

Madonna College

Appendix B

A Model Competency-Based Paraprofessional Training Program in Gerontology

Performance Objectives

Topic	Conditions	Performance	Criteria
SOCIAL GERONTOLOGY			
Introduction of demographic, cultural, economic, psychological, and political aspects of growing old; discussion of the impact of aging upon the individual and society; awareness of the socio-economic problems of the elderly.	1-Through interviewing and assisting one or two aged persons in the community,	the student will identify and analyze problems confronting the aged person.	The student will record how his/her assistance alleviated at least one or two problems through individual or community assistance.
	2-Using information from class lectures and assigned readings,	the student will be able to relate physiological changes to psychological adjustment and to the changing social role of the aged in society.	In a paper, oral presentation, or written exam, the student will show evidence of greater awareness and understanding of the major social, health, or economic problems which confront an aged person in today's society.

A Model Competency-Based Paraprofessional Training Program in Gerontology

Performance Objectives

Topic	Conditions	Performance	Criteria
ART FOR THE AGING			
Discussion-demonstration and application of art principles in a workshop manner. Designed to help students develop, coordinate, plan and direct the artistic and creative interests of the elderly. Opportunity to present a well-developed project in a Senior Activity Center.	1-Using the information from class lectures,	the student will prepare a permanent reference file	which includes the following categories: a) Artistic or creative interests of the elderly b) Supplies and equipment c) Financing and purchasing d) Physical requirements e) Bibliography f) Directive workshops as determined by the response(s) of the elderly.
	2-Using a project selected by the student with the approval of the instructor,	the student will complete the project and do a self-evaluation of the project's effectiveness	

WINTER FEEDBACK FORM
Results

1. Please describe your services to the elderly at the present time.

Volunteer Work

Teaching ballroom dance at Senior Day Centers.

My services to the elderly in planning for their total care at the nursing center.

Nutrition site manager -- serve meals, plan programs and activities.

I work in an institution for the mentally retarded.

Recreation Therapist.

I am a nurse's aide. I give total patient care.

Area Coordinator - Title VII

Weekend companion for a predominately male group.

Working with my seniors in a nutritional program and in exercise.

In connection with my classes only -- Physical Ed and Field experience.

I work with older people I know on one to one basis. I also have contact with older persons on my job.

Teaching dance and exercise -- Private duty nursing.

None

Activities Dept: all phases of "activities" -- which can be defined as everything a patient does in working hours.

A regular Monday volunteer at the Allen Park VA Hospital.

Class requirements -- 1 hr. week with elderly persons.
Extra -- deliver meals to shut-ins, try to visit elderly in church.

None at present time. Assist 82 yr. old stepmother.

I have contact with the elderly at the Van Buren Nursing Home where I am putting in 200 Volunteer hours. Also in my church.

I am serving as a nutrition volunteer at Tonquish Manor.

Transportation, some counseling, conversation, reassurance that society does care, Dr. appointments, hospital visits, home visits, grocery shopping, all kinds of errands.

2. State the principal reasons you enrolled in this program.

Learn how to cope with aging as related to myself and others.

To prepare for advancement in field of recreational Gerontology.

Being a nursing home administrator, I thought this would be a very good program to enroll in to receive a degree and also to further my knowledge as regards to the care of the elderly.

To learn more about the elderly.

To understand the older employees, residents, mothers at my church and older peer groups.

To gain knowledge in the field of Gerontology, and attain a B.A. in it.

I enjoy working with the seniors, and since I am quite young, I wanted to learn about them.

Knowledge -- a job advancement.

Understand myself and those around me.

To be aware of growing old. So that I could better prepare myself for situations, my mother and to make others aware of their usefulness and desires.

To see if I could go to college. I am interested in working with either children or elderly. My job at junior high is probably going to be.

I've always had a strong interest in older people.

New career.

Interest

To increase my knowledge of "Aging". To keep me abreast of things in the field -- to help me have the knowledge and principles behind what I do on the job.

To assist my mother who I was caring for.

To help family and friends. Wanted to further education. Wanted to learn more about problems of elderly and how to help solve them.

To learn more about the elderly and their problems. Work towards a degree.

I enjoy working with the elderly and I would like to help, in some way make their lives happier. I hope to seek employment with the elderly.

Question 2 Comments (cont.)

To gain an overall view of Gerontology and to gain experience and insight into the program toward working toward a degree.

To gain more knowledge so I can provide the best service that I know how and is trained for.

3. List the benefits you expect to receive from this program.
Knowledge -- physical, psychological, social.

Better understanding and preparation for future position.

Receive a degree. More awareness of the needs and problems of the elderly.

Hope to get a better paying job.

To become aware of the needs, programs as to how to aid the elderly and some knowledge of the problems confronted by the elderly.

More knowledge in the field. Better pay job in the field because of credentials.

To find a job where I'll be happy in working with the seniors.

Knowledge to further my work with the elderly.

Patience--- Understanding -- Helpful -- Orientation and instructions for the future.

To be more aware of all senior citizens. To understand their particular problems and be able to refer them to the proper place for service, etc.

Finding employment in a fulfilling area. Added income. Self satisfaction.

Help in my own aging process. A certificate. More knowledge on how to relate to older persons.

Skills for a new career.

Knowledge. Understanding.

To increase my knowledge of "Aging". To keep me abreast of things in the field. To help me have the knowledge and principles behind what I do on the job.

Information to assist my mother and her friends.

Question 3 Comments (cont.)

Able to help elderly find available resources and help them with both physical and moral support. Able to help families of elderly to cope with person's illness and death.

Knowledge, experience, and a degree so I may seek employment.

Knowledge and a better understanding of the general problems of aging.

Knowledge I can use in the field. Job opportunity. Degree.

Knowledge, confidence that I will be able to provide services to the elderly population from the training program in Gerontology.

4. What are some of the main satisfactions you are getting so far from this program?

Volunteer work, how to cope with aging, knowledge.

Learning more than I expected.

Information as regards to where I can go to find services for the elderly.

Enjoy work with seniors.

Personal gains to help support the elderly that I must associate with in a work role. Also understanding, awareness, and knowledge of elderly.

That I am learning and because of being in the field I can apply the knowledge I've gained.

Being able to share with fellow classmates. I enjoy especially the field trips.

Self-fulfillment. New areas of knowledge to take to job.

Meeting people with same goals. Learning what to expect as I get older and trying to be compassionate.

Being able to set up diets, shopping experiences and exercising. For me rewards were and are with the Foster Grand Parents.

I love the classes and most of the teachers. I like to keep up on my reading and staying interested in the world around me.

Exploding some of the myths of aging. Learning about some of the possible pitfalls of aging.

Learning -- meeting people.

Question 4 Comments (cont.)

Knowledge. Understanding.

Increased knowledge of Aging. Being "abreast" of things in the Field.

The extra information concerning many different aspects of aging.

People (both family and church) are seeking my advice and opinion and I either have the information or usually know where to find it.

Meeting others in class who are working with the elderly. Understanding the elderly's problems a little better.

Exposure to all parts of Gerontology.

Knowing that I am not the only one in this program struggling after so many years out of school. Increased knowledge and satisfaction with peers.

Knowing I will be trained to provide the proper and best services to the elderly. That the elderly know and trust that we care.

5. List any difficulties you may be experiencing in the program.
My own personal limitations in rusty skills of going back to school after being out for 30 years.

None

To be working part time and attending classes.

Time -- not enough of it. Some financial.

Had difficulty with text used in Physical Aspects of Aging.

My age.

I have come to the point where I love it all except the memorizing of useless facts for testing reasons. Essay I don't mind -- statistics that one could look up any time is of no value.

I have poor study habits. The distance I travel. Because of my job, getting here on time.

Repetition in classes.

None

None

None -- other than organizing time.

Question 5 Comments (cont.)

I just don't have enough time to do the job I would like to do, but I enjoy all that I can do.

Lot of paperwork involved.

Getting all of my field experience finished on time.

6. List ideas for improvement of the program.

More interesting on the job experiences, filsm or workshops.

Tell the Admission and those that do the billing to be aware of what the Gerontology Department is -- and what they owe.

Perhaps an introductory class -- rather than just jumping in as some of us did. Less repetition of information in classes.

Introduction to Gerontology filled the gap.

Wonder about a course on therapeutic means.

Adding a class of legal aspects encountered by the aging population. Wills, estate, etc.

More information about various business and health forms elderly must fill out. More on death and dyting and helping the survivor cope.

I just hope the program continues and fundings will be provided for people like me whose funds are limited.

All courses tailored to each individual needs and aspirations.

Cut field experience in half.

7. At the completion of the Paraprofessional Training Program, do you plan to continue toward a degree?

Bachelor degree

Most undecided at this point.

Associate Degree and Bachelor Degree.

Bachelor Degree

Associate Degree and Bachelor Degree

Bachelor Degree

Associate Degree and Bachelor Degree

Associate Degree

Question 7 Comments (cont.)

Bachelor Degree

Not right now

Associate Degree (?)

Bachelor Degree

Bachelor Degree

Associate Degree and Bachelor Degree

Associate Degree

No, not at present time; perhaps later.

Associate Degree

Bachelor Degree

Associate Degree

Associate Degree
Bachelor Degree (maybe)

FACULTY ASSESSMENT of STUDENTS' ACHIEVEMENT of PERFORMANCE OBJECTIVES

Numbers on Left-Hand Side Indicate Level of Achievement

1 = Not at All
2 = Very Little
3 = Some
4 = Much
5 = Very Much

X s Indicate Number of Trainees Who Received Each Rating

Art for the Aging

HISTOGRAM 1 COURSE:ART CASES=SEMESTER:WIN78

MIDPOINT COUNT FOR 62.P OBJ 1 (EACH X= 1)

4,0000 2 +XX

TOTAL 2 (INTERVAL WIDTH= 1,0000)

HISTOGRAM 1 COURSE:ART CASES=SEMESTER:WIN78

MIDPOINT COUNT FOR 63.P OBJ 2 (EACH X= 1)

5,0000 2 +XX

TOTAL 2 (INTERVAL WIDTH= 1,0000)

Field Experience and Seminar

```
HISTOGRAM   5  COURSE:FES  CASES=SEMESTER:WIN78

MIDPOINT    COUNT FOR 62.P OBJ 1  (EACH X= 1)

 4.0000        3 +XXX
 5.0000        3 +XXX

 TOTAL         6  (INTERVAL WIDTH= 1.0000)


HISTOGRAM   5  COURSE:FES  CASES=SEMESTER:WINT78

MIDPOINT    COUNT FOR 63.P OBJ 2  (EACH X= 1)

 4.0000        4 +XXXX
 5.0000        2 +XX

 TOTAL         6   (INTERVAL WIDTH= 1.0000)
```

Social Gerontology

```
HISTOGRAM   6  COURSE:SG  CASES=SEMESTER:WIN78

MIDPOINT    COUNT FOR 62.P OBJ 1  (EACH X= 1)

 3.0000        1 +X
 4.0000        1 +X

 TOTAL         2  (INTERVAL WIDTH= 1.0000)

HISTOGRAM   6  COURSE:SG  CASES=SEMESTER:WI[illegible]

MIDPOINT    COUNT FOR 63.P OBJ 2  (EACH X= 1)

 3.0000        1 +X
 4.0000        1 +X

 TOTAL         2  (INTERVAL WIDTH= 1.0000)
```

Psychology of Aging

```
HISTOGRAM  9  COURSE:PSYCH  CASES=SEMESTER:WIN78

MIDPOINT   COUNT FOR 62.P OBJ 1  (EACH X=1)

 4.0000       2 +XX
 5.0000       1 +X

 TOTAL        3  (INTERVAL WIDTH= 1.0000)


HISTOGRAM  9  COURSE:PSYCH  CASES=SEMESTER:WIN78

MIDPOINT   COUNT FOR 63.P OBJ 2  (EACH X= 1)

 4.0000       2 +XX
 5.0000       1 +X

 TOTAL        3  (INTERVAL WIDTH= 1.0000)
```

Pre-Retirement Education

```
HISTOGRAM  10  COURSE:PRERET  CASES=SEMESTER:WIN78

MIDPOINT   COUNT FOR 62.P OBJ 1   (EACH X= 1)

 5.0000       7 +XXXXXXX

 TOTAL        7  (INTERVAL WIDTH= 1.0000)

HISTOGRAM  10  COURSE:PRERET  CASES=SEMESTER:WIN78

MIDPOINT   COUNT FOR 63.P OBJ 2  (EACH X= 1)

 5.0000       7 +XXXXXXX

 TOTAL        7  (INTERVAL WIDTH= 1.0000)
```

Nursing Care of the Aged

```
HISTOGRAM  11  COURSE:NURSNG  CASES=SEMESTER:WIN78

MIDPOINT   COUNT FOR 62.P OBJ 1   (EACH X= 1)

 4.0000       1 +X
 5.0000       1 +X

 TOTAL        2  (INTERVAL WIDTH= 1.0000)

HISTOGRAM  11  COURSE:NURSNG  CASES=SEMESTER:WIN78

MIDPOINT   COUNT FOR 63.P OBJ 2   (EACH X=1)

 4.0000       2 +XX

 TOTAL        2  (INTERVAL WIDTH= 1.0000)
```

STUDENT EVALUATION of COURSE OBJECTIVES FORM

Comments

1. Questions to what extent each specific course has met one of the course objective.

   Not enough exposure to giving a program -- am not working in the field

   We covered everything from flexibility, muscle buldge to cardiovascular exercises and dances.

   Not all programs were brought out. There could be more programs discussed in which different unions and companies have to offer.

   I personally need application in preference to book learning or lecturing.

   More could be brought out by what could be done in the future for some health care.

   Learning was hard. He tried to do his best and I tried to do mine.

   This course gave me a new understanding about death. I feel I could recognize and provide supportive support to the dying patient and the family.

2. Questions to what extent each specific course has met the other course objective.

   I enjoyed helping my neighbor in this particular endeavor to help her exercise and lose weight.

   Much of a pre-retirement program I already was aware of.

   I will be able to refer patients and families to proper agencies where they could receive the proper counseling and support.

3. To what extent has this course increased your knowledge about the subject matter discussed?

   It helps out with some limitation in exercise.

   Many things were brought out that I was not familiar with.

   This course has delved into many difficult diseases of which I did not have first-hand knowledge, not being in the medical field.

   I can put the word death and death itself, in the right perspective. I would like to increase my knowledge on this subject matter.

4. Has this course developed new skills that you can use in your work with the aged?

   Much knowledge and help for elderly has been discussed and dealt with in this class.

   It has given me more insight into the illnesses of the elderly and what causes them.

   The new vocabulary will be of value as one's experience in the field increases.

   More knowledge that I can use directly in my work, than "skills" -- but maybe you'd call that knowledge a kind of skill.

   I feel I can help them understand their fears about death and also the mysteries that most of us associate with this subject matter.

5. Has this course helped to increase your concern and consideration for the particular needs of the elderly?

   The feelings were already there.

   Physical fitness is very important.

   Yes, just knowing someday that I would be a senior citizen too and now is the time to do something toward my retirement. It's never too late.

   Have had much concern and consideration all along.

   In fact, I've become over concerned and a bit frightened.

   It has helped increase my knowledge towards preventing some illnesses.

   Health has always been my concern but it has made me aware of some prevention. If the knowledge I may have gained can be used for one person, I will be grateful.

   Oh! Yes so much.

6. Has this course contributed to your enthusiasm in working with the elderly?

   No comments

STUDENT EVALUATION of COURSE OBJECTIVES

Question 1 To what extent has this course achieved its objective of enabling you to (performance objective specific to each - see Appendix B for performance objective for each course.)

Not at All	Very Little	Some	Much	Very Much
0%	5%	35%	22.5%	37.5%

Question 2 To what extent has the course achieved its objective of enabling you to (performance objective specific to each course - see Appendix B for performance objective for each course.)

Not at All	Very Little	Some	Much	Very Much
0%	5%	27.5%	32.5%	35%

Question 3 To what extent has the course increased your knowledge about the subject matter discussed?

Not at All	Very Little	Some	Much	Very Much
0%	5%	12.5%	37.5%	45%

Question 4 Has this course developed in you new skills that you can use in your work with the aged?

Not at All	Very Little	Some	Much	Very Much
0%	15%	27.5%	20%	37.5%

Question 5 Has this course increased your concern and consideration for the particular needs of the elderly?

Not at All	Very Little	Some	Much	Very Much
2.5%	7.5%	10%	27.5%	52.5%

Question 6 Has this course contributed to your enthusiasm in working with the elderly?

Not at All	Very Little	Some	Much	Very Much
7.5%	10%	17.5%	22.5%	42.5%

STUDENT EVALUATION of COURSE OBJECTIVES

Numbers on Left-Hand Side Indicate Level of Achievement

1 = Not at All
2 = Very Little
3 = Some
4 = Much
5 = Very Much

X s Indicate Number of Times a Course Received Each Rating

Question 1

```
HISTOGRAM  CASES=SEMESTER:WIN78

MIDPOINT   HIST   COUNT FOR 51.C OBJ Q1  (EACH X= 1)

 2.0000     5.0     2 +XX
 3.0000    35.0    14 +XXXXXXXXXXXXXX
 4.0000    22.5     9 +XXXXXXXXX
 5.0000    37.5    15 +XXXXXXXXXXXXXXX

 MISSING            1
 TOTAL             41  (INTERVAL WIDTH= 1.0000)
```

Question 2

```
HISTOGRAM  CASES=SEMESTER:WIN78

MIDPOINT   HIST   COUNT FOR 52.C OBJ Q2  (EACH X=1)

 2.0000     5.0     2 +XX
 3.0000    27.5    11 +XXXXXXXXXXX
 4.0000    32.5    13 +XXXXXXXXXXXXX
 5.0000    35.0    14 +XXXXXXXXXXXXXX

 MISSING            1
 TOTAL             41  (INTERVAL WIDTH= 1.0000)
```

Question 3

```
HISTOGRAM  CASES=SEMESTER:WIN78

MIDPOINT   HIST   COUNT FOR 53.C OBJ Q3   (EACH X=1)

 2.0000     5.0     2 +XX
 3.0000    12.5     5 +XXXXX
 4.0000    37.5    15 +XXXXXXXXXXXXXXX
 5.0000    45.0    18 +XXXXXXXXXXXXXXXXXX

 MISSING            1
 TOTAL             41  (INTERVAL WIDTH= 1.0000)
```

Question 4

```
HISTOGRAM   CASES=SEMESTER:WIN 78

MIDPOINT    HIST   COUNT FOR 54.C OBJ Q4   (EACH X= 1)

 2.0000     15.0     6 +XXXXXX
 3.0000     27.5    11 +XXXXXXXXXXX
 4.0000     20.0     8 +XXXXXXXX
 5.0000     37.5    15 +XXXXXXXXXXXXXXX

 MISSING            1
 TOTAL             41  (INTERVAL WIDTH= 1.0000)
```

Question 5

```
HISTOGRAM  CASES=SEMESTER:WIN78

MIDPOINT   HIST   COUNT FOR 55.C OBJ Q5  (EACH X=1)

 1.0000     2.5     1 +X
 2.0000     7.5     3 +XXX
 3.0000    10.0     4 +XXXX
 4.0000    27.5    11 +XXXXXXXXXXX
 5.0000    52.5    21 +XXXXXXXXXXXXXXXXXXXXX

 MISSING            1
 TOTAL             41  (INTERVAL WIDTH= 1.0000)
```

Question 6

HISTOGRAM CASES=SEMESTER:WIN78

MIDPOINT	HIST	COUNT	FOR 56.C OBJ Q6 (EACH X= 1)
1.0000	7.5	3	+XXX
2.0000	10.0	4	+XXXX
3.0000	17.5	7	+XXXXXXX
4.0000	22.5	9	+XXXXXXXXX
5.0000	42.5	17	+XXXXXXXXXXXXXXXXX
MISSING		1	
TOTAL		41	(INTERVAL WIDTH= 1.0000)

STUDENT SELF - EVALUATION

NAME _____ DATE _____

The purpose of this questionnaire is to ascertain whether or not you can relate theory to practice.

Below are statements which can be applied to you as a Trainee in the Gerontology Program. Circle the response that best describes you at this time.

The abbreviated responses men:

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NE - No Exposure

I am able to communicate information and instructions to the elderly that they can understand and follow.	SA	A	D	SD	NE
I am able to provide creative or artistic experiences for the elderly that are consistent with their needs and abilities.	SA	A	D	SD	NE
I am aware of and understand the economic implications of growing old.	SA	A	D	SD	NE
I am aware of and understand the social implications of growing old.	SA	A	D	SD	NE
I am aware of and understand the psychological implications of growing old.	SA	A	D	SD	NE
I am able to assist the elderly in self care that is appropriate to age, abilities and health status.	SA	A	D	SD	NE
I am able to instruct the elderly in the prevention of illness in a manner that is appropriate to age, abilities and health status.	SA	A	D	SD	NE
I understand the nutritional requirements of the elderly.	SA	A	D	SD	NE
I understand the general problems of aging, such as biological and sensory changes and intellectual functioning.	SA	A	D	SD	NE
I understand the different kinds of health care services provided for the elderly persons living in various environments.	SA	A	D	SD	NE
I have the knowledge of the chronic illnesses which effect the elderly.	SA	A	D	SD	NE

I am aware of the various stages which a dying person and his family experience.	SA	A	D	SD	NE
I am capable of offering support in connection with the emotional trauma associated with death.	SA	A	D	SD	NE
I have the necessary skills to effectively utilize the resources available in the community for providing services to the elderly.	SA	A	D	SD	NE
I have a knowledge of pre-retirement educational programs.	SA	A	D	SD	NE
I am able to provide recreation, exercises and activities appropriate to the elderly.	SA	A	D	SD	NE
I am able to plan an educational program for the elderly.	SA	A	D	SD	NE
I feel enthusiastic about working with the elderly.	SA	A	D	SD	NE
I have the inititiative to assume responsibilities and work independently.	SA	A	D	SD	NE
If the opportunity arose, I feel that I could be employed or be recommended for salary and or position advancement.	SA	A	D	SD	NE

Appendix I

FIELD VISIT EVALUATION

NAME OF AGENCY_____

STREET ADDRESS_____ CITY_____ PHONE_____

PARAPROFESSIONAL BEING EVALUATED_____ JOB_____

PERSON MAKING EVALUATION_____ TITLE_____

The purpose of this questionnaire is to acertain whether or not the student can relate theory to practice.

Below are statements about the above named paraprofessional. Circle the descriptor that best describes your professional judgment at the time of the evaluation.

The abbreviated descriptors mean:

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NA - No opportunity to observe

Is able to communicate information and instructions to the elderly that they can understand and follow.	SA	A	D	SD	NA
Can provide creative or artistic experiences for the elderly that are consistent with their needs and abilities.	SA	A	D	SD	NA
Is aware of and understands the economic implications of growing old.	SA	A	D	SD	NA
Is aware of and understands the social implications of growing old.	SA	A	D	SD	NA
Is aware of and understands the psychological implications of growing old.	SA	A	D	SD	NA
Is able to assist the elderly in self care that is appropriate to age, ability and health status.	SA	A	D	SD	NA
Instructs the elderly in the prevention of illness in a manner that is appropriate to age, abilities and health status.	SA	A	D	SD	NA
Understands the nutritional requirements of the elderly.	SA	A	D	SD	NA

Understands the general problems of aging, such as biological and sensory changes and intellectual functioning.	SA	A	D	SD	NA
Understands the different kinds of health care services provided for the elderly people living in various environments.	SA	A	D	SD	NA
Has the knowledge of the chronic illnesses which effect the elderly.	SA	A	D	SD	NA
Recognizes the various stages which a dying person and his family experience.	SA	A	D	SD	NA
Is capable of offering support in connection with emotional trauma associated with death.	SA	A	D	SD	NA
Has the necessary skills to effectively utilize the resources available in the community for providing services to the elderly.	SA	A	D	SD	NA
Has a knowledge of pre-retirement educational programs.	SA	A	D	SD	NA
Is able to provide recreation, exercises, and activities appropriate to the elderly.	SA	A	D	SD	NA
Is able to plan an educational program for the elderly.	SA	A	D	SD	NA
Shows enthusiasm in working with the elderly.	SA	A	D	SD	NA
I would recommend this person for advancement in the field of Gerontology if the occasion arose.	SA	A	D	SD	NA
Is able to work effectively as a team member.	SA	A	D	SD	NA
Has the initiative to assume responsibility and work independently.	SA	A	D	SD	NA
If the opportunity arose, I would recommend this person for employment, or if already employed, for either salary or position advancement.	SA	A	D	SD	NA

COMPARISON of STUDENT SELF-EVALUATION FORM with FIELD SUPERVISOR EVALUATION FORM

Rating Scale

SD = Strongly Disagree
D = Disagree
A = Agree
SA = Strongly Agree

	SD	D	A	SA
Statement 1				
Student Self-Evaluations	0%	0%	50%	50%
Field Supervisor Evaluation	0%	0%	29.4%	70.6%
Statement 2				
Student Self-Evaluation	0%	0%	58.8%	41.2%
Field Supervisor Evaluation	0%	0%	31.3%	68.8%
Statement 3				
Student Self-Evaluation	0%	0%	47.6%	52.4%
Field Supervisor Evaluation	0%	0%	33.3%	66.7%
Statement 4				
Student Self-Evaluation	4.8%	0%	42.9%	52.4%
Field Supervisor Evaluation	0%	0%	22.2%	77.8%
Statement 5				
Student Self-Evaluation	0%	4.8%	47.6%	47.6%
Field Supervisor Evaluation	0%	0%	44.4%	55.6%
Statement 6				
Student Self-Evaluation	0%	5.3%	57.9%	36.8%
Field Supervisor Evaluation	0%	0%	35.7%	64.3%
Statement 7				
Student Self-Evaluation	0%	5%	75%	20%
Field Supervisor Evaluation	0%	0%	66.7%	33.3%
Statement 8				
Student Self-Evaluation	0%	0%	47.6%	52.4%
Field Supervisor Evaluation	0%	0%	50%	50%
Statement 9				
Student Self-Evaluation	0%	0%	33.3%	66.7%
Field Supervisor Evaluation	0%	0%	33.3%	66.7%

	SD	D	A	SA
Statement 10				
Student Self-Evaluation	0%	0%	65%	35%
Field Supervisor Evaluation	0%	0%	53.8%	46.2%
Statement 11				
Student Self-Evaluation	0%	0%	60%	40%
Field Supervisor Evaluation	0%	0%	80%	20%
Statement 12				
Student Self-Evaluation	4.8%	4.8%	42.9%	47.6%
Field Supervisor Evaluation	0%	0%	40%	60%
Statement 13				
Student Self-Evaluation	0%	11.8%	41.2%	47.1%
Field Supervisor Evaluation	0%	0%	66.7%	33.3%
Statement 14				
Student Self-Evaluation	0%	5.3%	52.6%	42.1%
Field Supervisor Evaluation	0%	0%	46.2%	53.8%
Statement 15				
Student Self-Evaluation	0%	0%	88.9%	11.1%
Field Supervisor Evaluation	0%	0%	80%	20%
Statement 16				
Student Self-Evaluation	0%	0%	41.2%	58.8%
Field Supervisor Evaluation	0%	0%	40%	60%
Statement 17				
Student Self-Evaluation	0%	5.6%	50%	44.4%
Field Supervisor Evaluation	0%	0%	41.7%	58.3%
Statement 18				
Student Self-Evaluation	0%	0%	14.3%	85.7%
Field Supervisor Evaluation	0%	0%	5.9%	94.1%
Statement 19				
Student Self-Evaluation	0%	0%	28.6%	71.4%
Field Supervisor Evaluation	0%	0%	17.6%	82.4%
Statement 20				
Student Self-Evaluation	0%	0%	35%	65%
Field Supervisor Evaluation	0%	0%	17.6%	82.4%

Two additional statements asked of the Field Supervisors:

1. I would recommend this person for advancement in the field of gerontology if the occasion arose.

SD	D	A	SA
0%	0%	11.8%	88.2%

2. Is able to work effectively as a team member.

SD	D	A	SA
0%	0%	25%	75%

MADONNA COLLEGE
LIVONIA, MICHIGAN
FALL 1977

QUESTIONNAIRE FOR FORMER PARAPROFESSIONAL GERONTOLOGY TRAINEES

The purpose of the questionnaire is to find out how your training in gerontology has effected you professionally as well as personally. The information obtained will help us in finding out the strengths and weaknesses of the program so that we can better meet the needs of our students. Your answers to the questionnaire will be kept strictly confidential.

In the following list of items, please indicate, where appropriate, by placing a check (✓) in the space provided.

I CURRENT ACTIVITY

1. Do you presently have a wage earning job?

   Yes_____

   No_____

   If No, skip questions 1-1, 1-2

   1-1 Is your present job a full time one (40 hours per week)?

   Yes_____

   No_____ If No, how many hours per week do you work?_____

   1-2 In your present job do you provide service to the elderly?

   Yes_____

   No_____ If No, please give the exact title of your job.

   _____

2. Are you currently a volunteer worker in an organization which provides service to the elderly?

   Yes_____ If Yes, please indicate how many hours per week do you work as a volunteer?_____

   No_____

3. Check (✓) below one space in each of the two columns. Select the area of service which represents your present job and/or present volunteer service to the elderly.

AREA OF SERVICE	PRESENT JOB	PRESENT VOLUNTEER WORK
Recreation for the Elderly	_____	_____
Nutrition	_____	_____
Health Care	_____	_____
Housing	_____	_____
Education	_____	_____
Transportation	_____	_____
Mental Health	_____	_____
Social Services	_____	_____
Other (Please Specify)	_____	_____

_____Not Applicable (Unemployed, or not employed in service to the elderly, not a volunteer).

4. How do you feel about your job? Answer the following items in terms of your present job and/or volunteer work. Check (✓) one space which represents your feelings.

PRESENT JOB	PRESENT VOLUNTEER WORK
_____Very Satisfied	_____Very Satisfied
_____Satisfied	_____Satisfied
_____Neither Satisfied nor Dissatisfied	_____Neither Satisfied nor Dissatisfied
_____Dissatisfied	_____Dissatisfied
_____Very Dissatisfied	_____Very Dissatisfied

_____Not Applicable (Unemployed, or not employed in service to the elderly, not a volunteer).

5. What type of position are you holding? Answer the following items in terms of your current job and/or volunteer work. Check (✓) one space in each column which best represents your situation.

PRESENT JOB	PRESENT VOLUNTEER WORK
_____Executive Director or Project Director of Social Service Agency for the Elderly	_____Executive Director or Project Director of Social Service Agency for the Elderly
_____Nursing Home Administrator	_____Nursing Home Administrator
_____Coordinator of Social Service	_____Coordinator of Social Service
_____Teacher	_____Teacher
_____Registered Nurse	_____Registered Nurse
_____Licensed Practical Nurse	_____Licensed Practical Nurse
_____Aide	_____Aide
_____Other (Please Specify)	_____Other (Please Specify)
_____	_____

_____Not Applicable (Unemployed, not employed in service to the elderly, not a volunteer).

6. If you are currently employed and /or working as volunteer, what is exact title at your present job and/or volunteer job?

PRESENT JOB

_____

PRESENT VOLUNTEER WORK

_____

7. If you are currently employed what is your annual salary and how long have you been employed in this position?

$_____Salary per year

_____Number of years at job

_____Type of Fringe Benefits (Health Insurance, Paid Vacation, etc.).

_____Not Applicable (Volunteer, no salary).

8. In your present job and/or volunteer work what type of employees do you supervise. Check (✓) one space where appropriate.

PRESENT JOB	PRESENT VOLUNTEER WORK
_____Social Workers	_____Social Workers
_____Teachers	_____Teachers
_____Registered Nurse	_____Registered Nurse
_____Licensed Practical Nurse	_____Licensed Practical Nurse
_____Clerical Workers	_____Clerical Workers
_____Occupational and Physical Therapists	_____Occupational and Physical Therapists
_____Volunteer Workers	_____Volunteer Workers
_____Student Trainees	_____Student Trainees
_____Dieticians	_____Dieticians
_____Cooks	_____Cooks
_____Maintenance Staff	_____Maintenance Staff
_____Other (Please Specify)	_____Other (Please Specify)
_____	_____

_____Not Applicable (Unemployed, not a supervisor).

9. What is the job title of your immediate supervisor at your present job and/or volunteer work?

PRESENT JOB

_____

PRESENT VOLUNTEER WORK

_____

10. In your present job and/or as a volunteer do you directly provide (on person to person basis) service to the elderly?

PRESENT JOB	PRESENT VOLUNTEER WORK
_____Yes, If Yes, on the average how many persons per day?_____	_____Yes, If Yes, on the average how many persons per day?_____
_____No	_____No
_____Not Applicable (Unemployed, not working in service to the elderly, not a volunteer).	_____Not Applicable (Unemployed, not working in service to the elderly, not a volunteer).

11. Do you handle the budget and other financial matters at your present job and/or volunteer work?

PRESENT JOB	PRESENT VOLUNTEER WORK
_____Yes	_____Yes
_____No	_____No
_____Not Applicable (Unemployed, not in service to the elderly, not a volunteer).	_____Not Applicable (Unemployed, not in service to the elderly, not a volunteer).

12. Is the agency where you are employed and/or do volunteer work primarily:

Local (City or Township)_____

County _____

State _____

Federal _____

Private _____

13. Since completing your training in gerontology have you received a promotion in your job?

_____Yes, If Yes, please indicate the amount of raise per year. $_____

_____No

_____Not Applicable (Unemployed, not in service to the elderly, not a volunteer).

13-1 If you received a raise what was your salary prior to raise? $_____

13-2 Did the promotion also involve a change in job title?

_____Yes

_____No

_____Not Applicable

14. If you currently provide services to the elderly either as an employee and/or volunteer to what extent are your duties what you expected to be doing as a service provider to the elderly?

_____My duties are very different from what I expected.

_____My duties are somewhat different from what I expected.

_____My duties are slightly different from what I expected.

_____My duties are just exactly what I expected.

_____Not Applicable

II PAST ACTIVITY

This section deals with your past employment and/or past volunteer work.

15. Prior to your training in gerontology did you have a wage earning job?

_____Yes

_____No

15-1 Was your job a full time one (40 hours per week)?

_____Yes

_____No

15-2 In your previous job did you provide service to the elderly?

_____Yes

_____No - If No, please give the exact title of your job?

_____

16. Prior to your training in gerontology did you work as a volunteer in an organization which provided service to the elderly?

Yes_____If Yes, please indicate how many hours per week did you work as a volunteer? _____

No_____

17. Check (✓) below one space in each of the two columns. Select the area of service which represents your past job and/or your past volunteer service to the elderly.

AREA OF SERVICE TO THE ELDERLY	PAST JOB	PAST VOLUNTEER WORK
Recreation for the Elderly	____	____
Nutrition	____	____
Housing	____	____
Education	____	____
Transportation	____	____
Mental Health	____	____
Social Services	____	____
Other (Please Specify)	____	____

_____Not Applicable (Unemployed, or not a volunteer).

18. How did you feel about your job? Answer the following items in terms of your past job and/or volunteer work. Check (✓) one space which represents your feelings.

PAST JOB	PAST VOLUNTEER WORK
_____Very Satisfied	_____Very Satisfied
_____Satisfied	_____Satisfied
_____Neither Satisfied nor Dissatisfied	_____Neither Satisfied nor Dissatisfied
_____Dissatisfied	_____Dissatisfied
_____Very Dissatisfied	_____Very Dissatisfied

_____Not Applicable (Unemployed, or not a volunteer).

19. Prior to your training in gerontology what type of position were you holding? Answer the following items in terms of your previous job and/or volunteer work. Check (✓) one space in each column which best represented your situation.

PAST JOB	PAST VOLUNTEER WORK
_____Executive Director or Project Director of Social Service Agency for the Elderly	_____Executive Director or Project Director of Social Service Agency for the Elderly
_____Nursing Home Administrator	_____Nursing Home Administrator
_____Coordinator of Social Service	_____Coordinator of Social Service
_____Teacher	_____Teacher
_____Registered Nurse	_____Registered Nurse
_____Licensed Practical Nurse	_____Licensed Practical Nurse
_____Aide	_____Aide
_____Other (Please Specify)	_____Other (Please Specify)
_____	_____

_____Not Applicable (Unemployed, not a volunteer).

20. Prior to your training in gerontology, if you were employed and/or working as a volunteer what was the exact title at your past job and/or volunteer work?

PAST JOB

_____

PAST VOLUNTEER WORK

_____

21. In your past job what was your annual salary and how long were you employed in that position?

$_____Salary per year

_____Number of years

_____Type of Fringe Benefits (Health Insurance, Paid Vacation, etc.).

22. In your past job and/or volunteer work what type of employees did you supervise? Check (✓) one space where appropriate.

PAST JOB	PAST VOLUNTEER WORK
_____Social Workers	_____Social Workers
_____Teachers	_____Teachers
_____Registered Nurse	_____Registered Nurse
_____Licensed Practical Nurse	_____Licensed Practical Nurse
_____Clerical Workers	_____Clerical Workers
_____Occupational and Physical Therapists	_____Occupational and Physical Therapists
_____Volunteer Workers	_____Volunteer Workers
_____Student Trainees	_____Student Trainees
_____Dieticians	_____Dieticians
_____Cooks	_____Cooks
_____Maintenance Staff	_____Maintenance Staff
_____Other (Please Specify)	_____Other (Please Specify)
_____	_____

_____Not Applicable (Unemployed, not a supervisor, and not a volunteer).

23. What was the job title of your immediate supervisor at your past job and/or past volunteer work?

PAST JOB

_____

PAST VOLUNTEER WORK

_____

24. In your past job and/or as a volunteer did you directly provide (on person to person basis) service to the elderly?

PAST JOB	PAST VOLUNTEER WORK
_____Yes, If Yes, on the average how many persons per day? _____	_____Yes, If Yes, on the average how many persons per day? _____
_____No	_____No
_____Not Applicable (Unemployed, not working in service to the elderly, not a volunteer).	_____Not Applicable (Unemployed, not working in service to the elderly, not a volunteer).

25. Did you handle the budget and other financial matters at your past job and/or volunteer work?

PAST JOB	PAST VOLUNTEER WORK
_____Yes	_____Yes
_____No	_____No
_____Not Applicable (Unemployed, not working in service to the elderly, not a volunteer).	_____Not Applicable (Unemployed, not working in service to the elderly, not a volunteer).

III This section deals with your opinions about gerontology training at Madonna College.

26. To what extent has it been financially necessary for you to be gainfully employed to support your family?

_____Very Necessary

_____Somewhat Necessary

_____Slightly Necessary

_____Not at all Necessary

27. To what extent do you feel your training in gerontology has been helpful in obtaining the present job and/or volunteer work?

_____Very Helpful

_____Somewhat Helpful

_____Slightly Helpful

_____Not at all Helpful

_____Not Applicable (Unemployed, not in service to the elderly, not a volunteer).

28. To what extent do you feel your training in gerontology prepared you for the type of work you are currently engaged in as an employee and/or a volunteer?

_____Very Adequately

_____Adequately

_____Neither Adequately nor Inadequately

_____Inadequately

_____Very Inadequately

_____Not Applicable (Unemployed, not in service to the elderly, not a volunteer).

29. If a friend showed an interest in gerontology training at Madonna College would you:

_____Recommend the program positively

_____Recommend the program with reservation

_____Neither recommend nor condemn the program

_____Will not recommend the program

30. What did you like the most about the gerontology program?

_____

_____

_____

_____

31. What did you like the least about the gerontology program?

_____

_____

_____

_____

32. Listed below are the gerontology courses. Of the courses you have taken please rank order the ones which you believe have been useful in preparing you as a competent service provider to the elderly. A rank of 1 will indicate that the course was the most useful and a rank of 2 will indicate the course next most useful. Likewise rank all the courses you have taken in gerontology. Please assign a rank of 0 (Zero) to the courses you did not take.

_____ Seminar in Aging

_____ Social Gerontology

_____ Educational Gerontology

_____ Art for the Aging

_____ Psychology of Aging

_____ Nursing Care for the Aging

_____ Nutrition for the Aging

_____ Physical Aspect of Aging

_____ Physical Education Activities

_____ Community Resources

_____ Pre-Retirement Education

_____ Seminar in Death and Dying

_____ Field Experience and Seminar

33. Are you presently enrolled in courses at Madonna College with a view toward obtaining a degree?

_____No

_____Yes, If Yes, please check one _____A.A.

_____B.A.

34. If you are working toward a degree at Madonna College what is your major?

Please Specify _____

35. If you have been looking for employment how many of the jobs you applied for were related to: (Condiser only those jobs you applied for within the last 6 months).

Services for the Elderly _____Please give actual number.

Other - - - - - - - - - _____Please give actual number.

35-1 Of the jobs you interviewed for, how many were related to:

Services for the Elderly_____Please give actual number.

Other- - - - - - - - - _____Please give actual number.

35-2 How many jobs did you turn down because they were unrelated to your training?

_____Please give exact number.

36. The Gerontology Department is planning to extend its job placement services for its students. Your input will help. Please give your suggestion as to how to improve the job placement services.

_____

_____

_____

_____

_____

_____

IV The following items deal with factual information which will be used for statistical purposes only. Please indicate where appropriate by placing a check (✓) in the space provided.

37. What is your sex?

_____Female

_____Male

38. What is your present age?

_____

39. What is your race?

_____White

_____Black

_____Hispanic

_____American Indian

_____Asian American

40. What is your marital status?

_____Single

_____Married

_____Divorced

_____Separated

_____Widowed

41. Do you have children?

_____No

_____Yes - If Yes, how many children _____

V HOW DO I FEEL ABOUT MYSELF AS A SERVICE PROVIDER TO THE ELDERLY

Please describe yourself as a service provider to the elderly in terms of adjective pairs below. For each pair of adjectives circle the number which best describes your feelings. The number 1. indicates that you feel you are strongly characterized by the adjective on the left. The number 2. indicates that you feel you are moderately characterized by the adjective on the left. The number 3. indicates that you feel you are slightly characterized by the adjective on the left. The number 4. indicates that you feel you are slightly characterized by the adjective on the right. The number 5. indicates that you feel you are moderately characterized by the adjective on the right. The number 6. indicates that you feel you are strongly characterized by the adjective on the right. Be sure you circle only one number for each adjective pair. For example given the adjective pair (Happy - Sad), if you feel you are very Happy you would circle 1 as indicated below.

Happy (1) 2 3 4 5 6 Sad

If however, you feel moderately Happy, you would circle 2 as indicated below.

Happy 1 (2) 3 4 5 6 Sad

Finally if you feel very Sad you would circle 6 as indicated below.

Happy 1 2 3 4 5 (6) Sad

On the next page is a list of adjective pairs. Circle one number for each of the adjective pairs. You do not need to spend too much time on each pair. Your first impressions are good enough.

HOW DO I FEEL ABOUT MYSELF AS A SERVICE PROVIDER TO THE ELDERLY

Useless 1 : 2 : 3 : 4 : 5 : 6 Useful

Helpless 1 : 2 : 3 : 4 : 5 : 6 Helpful

Cooperative 1 : 2 : 3 : 4 : 5 : 6 Uncooperative

Gets pushed around 1 : 2 : 3 : 4 : 5 : 6 Run own life

Confused 1 : 2 : 3 : 4 : 5 : 6 Clear

Worthy 1 : 2 : 3 : 4 : 5 : 6 Unworthy

Consistent 1 : 2 : 3 : 4 : 5 : 6 Inconsistent

Secure 1 : 2 : 3 : 4 : 5 : 6 Insecure

Independent 1 : 2 : 3 : 4 : 5 : 6 Dependent

Superior 1 : 2 : 3 : 4 : 5 : 6 Inferior

Uncertain about future 1 : 2 : 3 : 4 : 5 : 6 Certain about future

Incompetent 1 : 2 : 3 : 4 : 5 : 6 Competent

Important 1 : 2 : 3 : 4 : 5 : 6 Unimportant

Unsure 1 : 2 : 3 : 4 : 5 : 6 Sure

MADONNA COLLEGE
LIVONIA, MICHIGAN

Appendix K

Below are statements which can be applied to you as a certified former paraprofessional in Gerontology. Circle the response that best describes you at this time.

The abbreviated responses mean:
SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NE - No Exposure

I am able to communicate information and instructions to the elderly that they can understand and follow	SA	A	D	SD	NE
I am able to provide creative or artistic experiences for the elderly that are consistent with their needs and abilities.	SA	A	D	SD	NE
I am aware of and understand the economic implications of growing old.	SA	A	D	SD	NE
I am aware of and understand the social implications of growing old.	SA	A	D	SD	NE
I am aware of and understand the psychological implications of growing old.	SA	A	D	SD	NE
I am able to assist the elderly in self care that is appropriate to age, abilities and health status.	SA	A	D	SD	NE
I am able to instruct the elderly in the prevention of illness in a manner that is appropriate to age, abilities and health status.	SA	A	D	SD	NE
I understand the nutritional requirements of the elderly.	SA	A	D	SD	NE
I understand the general problems of aging, such as biological and sensory changes and intellectual functioning.	SA	A	D	SD	NE
I understand the different kinds of health care services provided for the elderly persons living in various environments.	SA	A	D	SD	NE
I have the knowledge of the chronic illnesses which effect the elderly.	SA	A	D	SD	NE
I am aware of the various stages which a dying person and his family experience.	SA	A	D	SD	NE
I am capable of offering support in connection with the emotional trauma associated with death.	SA	A	D	SD	NE

I have the necessary skills to effectively utilize the resources available in the community for providing services to the elderly.	SA A D SD NE
I have a knowledge of pre-retirement educational programs.	SA A D SD NE
I am able to provide recreation, exercises, and activities appropriate to the elderly.	SA A D SD NE
I am able to plan an educational program for the elderly.	SA A D SD NE
I feel enthusiastic about working with the elderly.	SA A D SD NE
I have the initiative to assume responsibilities and work independently.	SA A D SD NE
If the opportunity arose, I feel that I could be employed or be recommended for salary and or position advancement.	SA A D SD NE

MADONNA COLLEGE
LIVONIA, MICHIGAN
1977-78

Appendix L

Questionnaire for Non-trained Gerontology Employees

The purpose of the questionnaire is to find out the opinions and the characteristics of the persons who are employed in organizations which serve the elderly in our community. The information obtained will help us in improving our Gerontology training program at Madonna College so that we can serve the elderly in our community more effectively. The questionnaire is completely anonymous and your answers to the questions will be kept strictly confidential.

In the following list of items, please indicate, where appropriate, by placing a check (✓) in the space provided.

1. Is your present job a full time one (40 hours per week)?

   Yes_____

   No_____If No, How many hours per week do you work?_____

2. What is your present field of service to the elderly as an employee?

   _____ Recreation for the Elderly

   _____ Nutrition

   _____ Health Care

   _____ Housing

   _____ Education

   _____ Transportation

   _____ Mental Health

   _____ Social Service

   _____ Other (Please Specify)_____

3. How do you feel about your present job? Check (✓) one space which best represents your feelings.

   _____ Very Satisfied

   _____ Satisfied

   _____ Neither Satisfied nor Dissatisfied

   _____ Dissatisfied

   _____ Very Dissatisfied

4. What type of position are you presently holding as an employee? Check (✓) one space which best represents your situation.

_____ Executive Director or Project Director of Social Service Agency for the Elderly

_____ Nursing Home Administrator

_____ Coordinator of Social Services

_____ Teacher

_____ Nursing Supervisor

_____ Registered Nurse

_____ Licensed Practical Nurse

_____ Aide

_____ Other (Please Specify) _____

5. What is the exact title of the job you hold now?

_____

6. In your present job what type of employees do you supervise?

_____ Social Workers

_____ Teachers

_____ Registered Nurses

_____ Licensed Practical Nurses

_____ Clerical Workers

_____ Occupational and Physical Therapists

_____ Volunteer Workers

_____ Student Trainees

_____ Dieticians

_____ Cooks

_____ Maintenance Staff

_____ Other (Please Sepcify) _____

_____ Not Applicable (Not a Supervisor)

7. What is the job title of your immediate supervisor at your present job?

_____

8. In your present job do you directly (on person to person basis) provide service to the elderly?

_____ Yes, If Yes, on the average how many persons per day? _____

_____ No

9. Do you handle the budget and other financial matters at your present job?

_____ Yes

_____ No

10. Is the agency where you are employed primarily:

_____ Local (City or Township)

_____ County

_____ State

_____ Federal

_____ Private

_____ Other Sources (Please Specify)_____

11. How long have you been employed in your present job and what is your annual salary?

_____ Number of years at job

_____ Salary per year

_____ Types of Fringe Benefits (Health Insurance, Paid Vacation, etc.)

12. Have you received a promotion in your job?

_____ Yes, If Yes, please indicate the amount of raise per year. $_____

_____ No

If No, skip 12-1

12-1 If you received a raise in your present job what was your annual salary prior to the raise?

$_____

12-2 Did the promotion also involve a change in job title?

_____ Yes, If Yes, what was your job title prior to promotion?

_____

_____ No

_____ Not Applicable

13. To what extent has it been financially necessary for you to be gainfully employed to support your family? Please check (✓) one.

_____ Very Necessary

_____ Some what Necessary

_____ Slightly Necessary

_____ Not at all Necessary

14. To what extent are your duties what you expected to be doing as service provider to the elderly.

_____ My duties are very different from what I expected.

_____ My duties are somewhat different from what I expected.

_____ My duties are slightly different from what I expected.

_____ My duties are just exactly as I expected.

15. Have you ever taken any courses related to the problems of aging?

_____ Yes, If Yes, please indicate the name of the course, name of the institution, where the course was taken, and the year the course was taken.

Course No.	Institution	Year
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

15-1 If you took a course or courses in Gerontology (the study of aging) in your opinion, how helpful was/were course/courses in doing your job more effectively.

_____ Very Helpful

_____ Some what Helpful

_____ Slightly Helpful

_____ Not at all Helpful

_____ Not applicable (Did not take a course).

16. Are you currently in courses with a view toward obtaining a degree?

_____ Yes If Yes, please check one. _____ Associate of Arts

_____ No _____ B.A.

_____ Other (Please Specify)_____

The following items deal with factual information which will be used for statistical purposes only. Please indicate where appropriate by placing a check (✓) in the space provided.

17. What is your sex?

_____ Female

_____ Male

18. What is your present age?

_____

19. What is your race?

_____ White

_____ Black

_____ Hispanic

_____ American Indian

_____ Asian American

20. What is your marital status?

_____ Single

_____ Married

_____ Divorced

_____ Separated

_____ Widowed

21. Do you have children?

_____ Yes, If Yes, how many children? _____

_____ No

22. How many years of schooling have you completed?

_____ 8th to 11th Grade

_____ High School Diploma or General Education Diploma

_____ 1 to 2 Years of College

_____ College Degree (B.A.)

_____ M.A.

_____ Other (Please Specify) _____

23. Have you had any professional training?

_____ Yes, If Yes, please check (✓) to indicate what type of training?

_____ No

_____ Licensed Practical Nurse

_____ Registered Nurse

_____ Teaching Certificate or Degree

_____ Secretarial or Business

_____ Other (Please Specify)

_____

V HOW DO I FEEL ABOUT MYSELF AS A SERVICE PROVIDER TO THE ELDERLY

Please describe yourself as a service provider to the elderly in terms of adjective pairs below. For each pair of adjectives circle the number which best describes your feelings. The number 1. indicates that you feel you are strongly characterized by the adjective on the left. The number 2. indicates that you feel you are moderately characterized by the adjective on the left. The number 3. indicates that you feel you are slightly characterized by the adjective on the left. The number 4. indicates that you feel you are slightly characterized by the adjective on the right. The number 5. indicates that you feel you are moderately characterized by the adjective on the right. The number 6. indicates that you feel you are strongly characterized by the adjective on the right. Be sure you circle only one number for each adjective pair. For example given the adjective pair (Happy - Sad), if you feel you are very Happy you would circle 1. as indicated below.

Happy (1) 2 3 4 5 6 Sad

If however, you feel moderately Happy, you would circle 2 as indicated below.

Happy 1 (2) 3 4 5 6 Sad

Finally if you feel very Sad you would circle 6 as indicated below.

Happy 1 2 3 4 5 (6) Sad.

On the next page is a list of adjective pairs. Circle one number for each of the adjective pairs. You do not need to spend too much time on each pair. Your first impressions are good enough.

HOW DO I FEEL ABOUT MYSELF AS A SERVICE PROVIDER TO THE ELDERLY

Useless	1	2	3	4	5	6	Useful
Helpless	1	2	3	4	5	6	Helpful
Cooperative	1	2	3	4	5	6	Uncooperative
Gets pushed around	1	2	3	4	5	6	Run own life
Confused	1	2	3	4	5	6	Clear
Worthy	1	2	3	4	5	6	Unworthy
Consistent	1	2	3	4	5	6	Inconsistent
Secure	1	2	3	4	5	6	Insecure
Independent	1	2	3	4	5	6	Dependent
Superior	1	2	3	4	5	6	Inferior
Uncertain about future	1	2	3	4	5	6	Certain about future
Incompetent	1	2	3	4	5	6	Competent
Important	1	2	3	4	5	6	Unimportant
Unsure	1	2	3	4	5	6	Sure

Below are statements which can be applied to you as a service provider to the elderly. Circle the response that best describes you at this time.

The abbreviated responses mean:
SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NE - No Exposure

I am able to communicate information and instructions to the elderly that they can understand and follow	SA	A	D	SD	NE
I am able to provide creative or artistic experiences for the elderly that are consistent with their needs and abilities.	SA	A	D	SD	NE
I am aware of and understand the economic implications of growing old.	SA	A	D	SD	NE
I am aware of and understand the social implications of growing old.	SA	A	D	SD	NE
I am aware of and understand the psychological implications of growing old.	SA	A	D	SD	NE
I am able to assist the elderly in self care that is appropriate to age, abilities and health status.	SA	A	D	SD	NE
I am able to instruct the elderly in the prevention of illness in a manner that is appropriate to age, abilities and health status.	SA	A	D	SD	NE
I understand the nutritional requirements of the elderly.	SA	A	D	SD	NE
I understand the general problems of aging, such as biological and sensory changes and intellectual functioning.	SA	A	D	SD	NE
I understand the different kinds of health care services provided for the elderly persons living in various environments.	SA	A	D	SD	NE
I have the knowledge of the chronic illnesses which effect the elderly.	SA	A	D	SD	NE
I am aware of the various stages which a dying person and his family experience.	SA	A	D	SD	NE
I am capable of offering support in connection with the emotional trauma associated with death.	SA	A	D	SD	NE

I have the necessary skills to effectively utilize the resources available in the community for providing services to the elderly.	SA	A	D	SD	NE
I have a knowledge of pre-retirement educational programs.	SA	A	D	SD	NE
I am able to provide recreation, exercises, and activities appropriate to the elderly.	SA	A	D	SD	NE
I am able to plan an educational program for the elderly.	SA	A	D	SD	NE
I feel enthusiastic about working with the elderly.	SA	A	D	SD	NE
I have the initiative to assume responsibilities and work independently.	SA	A	D	SD	NE
If the opportunity arose, I feel that I could be employed or be recommended for salary and or position advancement.	SA	A	D	SD	NE

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department

QUESTIONNAIRE FOR GERONTOLOGY VOLUNTEERS

The purpose of the following questionnaire is to get an idea about the opinions that volunteers have about themselves as service providers to the elderly. The information obtained will help us in improving our gerontology training program at Madonna College. The questionnaire is completely anonymous and your answers to the questions will be kept strictly confidential.

Thank you for your cooperation.

MADONNA COLLEGE
LIVONIA, MICHIGAN

Below are statements which can be applied to you as a volunteer in working with the elderly. Circle the response that best describes you at this time.

The abbreviated responses mean:

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree
NE - No Exposure

I am able to communicate information and instructions to the elderly that they can understand and follow	SA	A	D	SD	NE
I am able to provide creative or artistic experiences for the elderly that are consistent with their needs and abilities.	SA	A	D	SD	NE
I am aware of and understand the economic implications of growing old.	SA	A	D	SD	NE
I am aware of and understand the social implications of growing old.	SA	A	D	SD	NE
I am aware of and understand the psychological implications of growing old.	SA	A	D	SD	NE
I am able to assist the elderly in self care that is appropriate to age, abilities and health status.	SA	A	D	SD	NE
I am able to instruct the elderly in the prevention of illness in a manner that is appropriate to age, abilities and health status.	SA	A	D	SD	NE
I understand the nutritional requirements of the elderly.	SA	A	D	SD	NE
I understand the general problems of aging, such as biological and sensory changes and intellectual functioning.	SA	A	D	SD	NE
I understand the different kinds of health care services provided for the elderly persons living in various environments.	SA	A	D	SD	NE
I have the knowledge of the chronic illnesses which effect the elderly.	SA	A	D	SD	NE
I am aware of the various stages which a dying person and his family experience.	SA	A	D	SD	NE
I am capable of offering support in connection with the emotional trauma associated with death.	SA	A	D	SD	NE

I have the necessary skills to effectively utilize the resources available in the community for providing services to the elderly.	SA	A	D	SD	NE
I have a knowledge of pre-retirement educational programs.	SA	A	D	SD	NE
I am able to provide recreation, exercises, and activities appropriate to the elderly.	SA	A	D	SD	NE
I am able to plan an educational program for the elderly.	SA	A	D	SD	NE
I feel enthusiastic about working with the elderly.	SA	A	D	SD	NE
I have the initiative to assume responsibilities and work independently.	SA	A	D	SD	NE
If the opportunity arose, I feel that I could be employed or be recommended for salary and or position advancement.	SA	A	D	SD	NE

HOW DO I FEEL ABOUT MYSELF AS A SERVICE PROVIDER TO THE ELDERLY

Please describe yourself as a service provider to the elderly in terms of adjective pairs below. For each pair of adjectives circle the number which best describes your feelings. The number 1. indicates that you feel you are strongly characterized by the adjective on the left. The number 2. indicates that you feel you are moderately characterized by the adjective on the left. The number 3. indicates that you feel you are slightly characterized by the adjective on the left. The number 4. indicates that you feel you are slightly characterized by the adjective on the right. The number 5. indicates that you feel you are moderately characterized by the adjective on the right. The number 6. indicates that you feel you are strongly characterized by the adjective on the right. Be sure you circle only one number for each adjective pair. For example given the adjective pair (Happy - Sad), if you feel you are very Happy you would circle 1. as indicated below.

Happy (1) 2 3 4 5 6 Sad

If however, you feel moderately Happy, you would circle 2 as indicated below.

Happy 1 (2) 3 4 5 6 Sad

Finally if you feel very Sad you would circle 6 as indicated below.

Happy 1 2 3 4 5 (6) Sad

On the next page is a list of adjective pairs. Circle one number for each of the adjective pairs. You do not need to spend too much time on each pair. Your first impressions are good enough.

HOW DO I FEEL ABOUT MYSELF AS A SERVICE PROVIDER TO THE ELDERLY

Useless	1	2	3	4	5	6	Useful
Helpless	1	2	3	4	5	6	Helpful
Cooperative	1	2	3	4	5	6	Uncooperative
Gets pushed around	1	2	3	4	5	6	Run own life
Confused	1	2	3	4	5	6	Clear
Worthy	1	2	3	4	5	6	Unworthy
Consistent	1	2	3	4	5	6	Inconsistent
Secure	1	2	3	4	5	6	Insecure
Independent	1	2	3	4	5	6	Dependent
Superior	1	2	3	4	5	6	Inferior
Uncertain about future	1	2	3	4	5	6	Certain about future
Incompetent	1	2	3	4	5	6	Competent
Important	1	2	3	4	5	6	Unimportant
Unsure	1	2	3	4	5	6	Sure

The following items deal with factual information which will be used for statistical purposes only. Please indicate where appropriate by placing a check (✓) in the space provided.

1. What is your sex?

_____Female

_____Male

2. What is your present age?

_____

3. What is your race?

_____White

_____Black

_____Hispanic

_____American Indian

_____Asian American

4. What is your marital status?

_____Single

_____Married

_____Divorced

_____Separated

_____Widowed

5. Do you have children?

_____No

_____Yes - If Yes, how many children _____

MADONNA COLLEGE
LIVONIA, MICHIGAN

Appendix N

QUESTIONNAIRE FOR EMPLOYERS

The Gerontology Department at Madonna College is conducting a research project to evaluate the effectiveness of its training in Gerontology. Since your organization offers services to the elderly population, and because you have had Madonna students either as employees or as volunteers in your organization, we are requesting your cooperation in completing this questionnaire.

1. Please indicate the specific job positions in your organization for employees who work with the elderly? (Check as many as applicable)

_____Nursing Home Administrator
_____RN
_____Director of In-Service Education
_____LPN
_____Activity Director
_____Nursing Home Aide
_____Nutrition Program Coordinator
_____Nutrition Program Site Manager
_____Senior Center Director
_____Teacher
_____Social service provider
_____Clerical worker
_____Other)Please specify)

_____
_____
_____
_____

2. Do you consider Gerontology training when hiring personnel for your organization? (Please check the level of Gerontology training you consider most appropriate for each position.)

	LEVEL OF GERONTOLOGY TRAINING				
Position	No Training	Certif.	Assoc. Degree	Bachelor Degree	Master or Ph.D.
Nursing Home Administrator	___	___	___	___	___
RN	___	___	___	___	___
Director of In-Service Education	___	___	___	___	___
LPN	___	___	___	___	___
Activity Director	___	___	___	___	___
Nursing Home Aide	___	___	___	___	___
Nutrition Program Coordinator	___	___	___	___	___
Nutrition Program Site Manager	___	___	___	___	___
Senior Center Director	___	___	___	___	___
Teacher	___	___	___	___	___
Social service provider	___	___	___	___	___
Clerical worker	___	___	___	___	___
Other (Please specify)	___	___	___	___	___

3. Is Gerontolcgy training the most important college background when employing someone for your organization? To indicate your answer, put a #1 for the most important academic discipline and #2 for the second most important. (When appropriate check (✓) No College Necessary.)

Position	No College Necessary	Ger	Psy	Nur	Soc.Wk.	Bus	Soc	Other (Specify)
Nursing Home Administrator	___	___	___	___	___	___	___	___
RN	___	___	___	___	___	___	___	___
Director of In-Service Education	___	___	___	___	___	___	___	___
LPN	___	___	___	___	___	___	___	___
Activity Director	___	___	___	___	___	___	___	___
Nursing Home Aide	___	___	___	___	___	___	___	___
Nutrition Program Coordinator	___	___	___	___	___	___	___	___
Nutrition Program Site Manager	___	___	___	___	___	___	___	___
Senior Center Director	___	___	___	___	___	___	___	___
Teacher	___	___	___	___	___	___	___	___
Social service provider	___	___	___	___	___	___	___	___
Clerical worker	___	___	___	___	___	___	___	___
Other (please specify)	___	___	___	___	___	___	___	___

_____

_____

4. In your opinion, does an employee with Gerontology training perform better than an employee without Gerontology training? (Circle one)

Much Worse Worse No Difference Better Much Better

5. Is there an in-service Gerontology training program in your agency?

_____Yes

_____No

If yes, what is the duration of the training program?

_____Number of days

_____Number of weeks

_____Number of months

6. Do you encourage your staff to seek training in Gerontology?

_____Yes

_____No

If yes, do you assist them in any way? (Check (✓) as many as apply.)

_____Time off for classes

_____Financial support

_____Other (Please specify) _____

_____

Thank you very much for your cooperation and time in completing this questionnaire.

Madonna College has a job placement center for students. If a job opening occurs in your organization, would you please inform the College so that interested students may be notified of this job opportunity. We believe we can provide a service to you by referring well qualified students.

Optional information

Name of your organization_____

Your Title_____

MADONNA COLLEGE GERONTOLOGY DEPARTMENT ADVISORY COMMITTEE

Sister Mary Francilene
President, Madonna College, Ex Officio

Sister Mary Damascene
Academic Dean, Madonna College

Sister Colleen Morris, Chairperson
Department of Gerontology, Madonna College

Sister Mary Juliana, Staff - (Instr. Mats. Center)
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425-8000 (age 60++

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Livonia, MI 48154
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Detroit, MI 48235
831-5685 (age 60+)

Mr. Anthony Vary - Member of the Concerned Citizens Council, Inc.
17303 Appoline
Detroit, MI 48235
862-5316 (age 60+)

Mrs. Dorothy Vary - Director of Homemakers Service, City of Detroit
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Detroit, MI 48235
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Mrs. Mildred Wieland - Chairperson of the Commission on Aging - City of Livonia and Member
30295 Seven Mile Road of the Detroit Wayne County Agency - Commission on Aging
Livonia, MI 48152
474-4284 (age 60+)

Mr. Edward Wilson - Member of the Commission on Aging - City of Livonia
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422-1361 (age 60+)

Mrs. Betty Andrews, Assistant, Community Services
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Mr. Robert Boltwood
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Livonia, MI 48150
427-3308

Mrs. Dorothy A. Peterson, In-Service Nursing Instructor
Beverly Manor Convalescent Center
24500 Meadowbrook Road
Novi, MI 48050
477-2000

Miss Marjorie E. Gaunt, R.N., Director
Nursing and Health Programs
American National Red Cross
Southeastern Michigan Chapter
100 Mack Avenue
Box 351
Detroit, MI 48232
833-4440

Mr. Charles A. Gutowski, Administrator
Middlebelt Nursing Centre, Inc.
14900 Middlebelt Road
Livonia, MI 48154
425-4200

*Mrs. Alma Black - Housewife
19346 Winston Street
Detroit, MI 48219
537-2721

*Mrs. Loretta Conway - Senior Citizens Coordinator - City of Farmington
25879 Dumas Ct.
Farmington, MI 48024
Home: 477-9625 - Office 474-9778

*Mrs. Louise DeMartini - Housewife
33924 Macomb
Farmington, MI 48024

*Students participating in Follow-up Study

MADONNA COLLEGE GERONTOLOGY DEPARTMENT ADVISORY COMMITTEE

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17516 Grandville
Detroit, MI 48219
535-6046

**Mrs. Shirley Palmieri, Activities Director, Carmel Hall - Detroit
15114 Piedmont
Detroit, MI 48223
837-4229

**Second Year Paraprofessional Students

NEW MEMBERS - SEPTEMBER, 1977

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P.O. Bos 318
Farmington, MI 48024
477-7647

Mr. James C. Houk
1200 Maple St.
Plymouth, MI 48270
453-0356

Mr. John Keeler
Oakland County Catholic Social Services
80 South Lynn
Pontiac, MI 48053
681-3070

Mr. Joseph L. Hafels
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7282 Marjorie
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Ms. Karen Ross
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Farmington Hills Parks & Recreation
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GERONTOLOGY DEPARTMENT

Patricia Burns, Project Director, Paraprofessional Program in Gerontology
Brij Mullick, Counselor/Instructor, Paraprofessional Program in Gerontology
Kathleen Needham, Project Director, Career Training in Aging
Jurgis Karuza, Field Placement Supervisor/Instructor, Career Training in Aging
Diana Warziski, Project Director, Deaf and Hearing Impaired Citizens
Sharon Meldrum, Counselor,Instructor for Education of Deaf & Hearing Impaired Citizens

MADONNA COLLEGE
PROJECT PERSONNEL
1977 - 1978

Patricia Burns, Project Director and Instructor
M.A. Educational Gerontology
Brij Mullick, Research Associate and Instructor
M.A. Social Psychology, M.S.W.
Michael Berbaum, Project Evaluator
M.S. Social Psychology, M.S. Biostatistics
Ann La Rose, Project Secretary
Sister Colleen Morris, Chairperson, Gerontology Department

Sister Mary Francilene, President
Sister Mary Lauriana, Vice President
Sister Mary Damascene, Academic Dean
Leonard Wilhelm, Business Manager
Sue Slovick, Instructor
Anthony Balogh, Instructor
Ernest Nolan, Instructor
Sister Gabrielle Hess, Instructor
Kathy Needham, Instructor
Jurgis Kuruza, Instructor
Marge Gaunt, Instructor
Dan Ryan, Instructor
Anita Herman, Instructor
Joseph Gadbow, Instructor
Sister Martin Ann, Instructor
Albert White, Instructor

Pictures by Loretta Neville, Madonna College Student

PROJECT PERSONNEL
1975 - 1976

Sister Colleen Morris, Director
Dorothy Gagnier, Counselor and Instructor

PROJECT PERSONNEL
1976 - 1977

Dorothy Gagnier, Director
Patricia Burns, Counselor and Instructor